Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016.**

> **Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration   −

Consortium Grant Number	Consortium Name
15-328-43	45 Rio Hondo

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Stear, Eileen	Program Director	(909) 240-7508	efsrocks2002@yahoo.com

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.To add or remove a Member Representative, click **Add / Remove Member Representatives.**

Name	Title	Phone	Email
Stear, Eileen	Program Director	(909) 240-7508	efsrocks2002@yahoo.com

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives.**

Name	Member Agency	Phone	Email	Approved
Roberts, Deborah	Whittier Union High School District	(562) 698-8121	debbie.roberts@wuhsd.k12.ca.us	05/10/2016
Davies, Loring	Whittier Union High School District	(562) 698-8121	loring.davies@wuhsd.k12.ca.us	07/30/2015
Fuentes, Roxane	El Rancho Unified School District	(562) 801-5199	rfuentes@erusd.org	08/19/2015
Collings, Charles	El Rancho Unified School District	(562) 801-5009	ccollings@erusd.org	08/19/2015
Zerpoli, Tracie	Tri-Cities ROP	(562) 698-9571	tzerpoli@tricitiesrop.org	08/13/2015
Kerr, Deborah	El Monte Union High School District	(626) 258-5800	deborah.kerr@emusd.org	08/05/2015
Zuniga, Edward	El Monte Union High School District	(626) 444-9005	edward.zuniga@emuhsd.org	05/04/2016
Plourde, Martin	Whittier Union High School District	(562) 698-8121	martin.plourde@wuhsd.k12.ca.us	05/10/2016
Emerson, Yolanda	Rio Hondo Community College District	(562) 692-0921	yemerson@riohondo.edu	04/20/2016
Dreyfuss, Teresa	Rio Hondo Community College District	(562) 692-0921	tdreyfuss@riohondo.edu	08/13/2015
Kennedy, Therese	Tri-Cities ROP	(562) 698-9571	tkennedy@tricitiesrop.org	06/09/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)
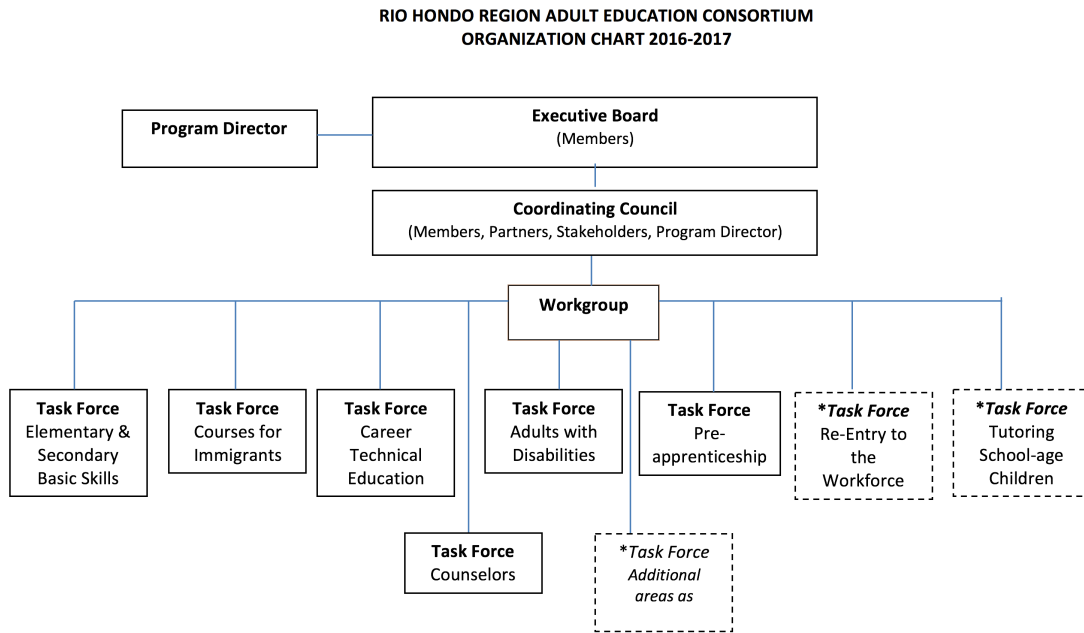
◉ Yes
◯ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

⬇ Download Governance Plan Template

consortiareportongovernancecompliancefinal31.pdf

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

**RIO HONDO REGION ADULT EDUCATION CONSORTIUM
ORGANIZATION CHART 2016-2017**

Program Director	Executive Board (Members)

Coordinating Council
(Members, Partners, Stakeholders, Program Director)

Workgroup

| Task Force Elementary & Secondary Basic Skills | Task Force Courses for Immigrants | Task Force Career Technical Education | Task Force Adults with Disabilities | Task Force Pre-apprenticeship | *Task Force Re-Entry to the Workforce | *Task Force Tutoring School-age Children |

Task Force Counselors

*Task Force Additional areas as

Do you have changes to your Organizational Chart? (Select Yes or No)

◯ Yes
◉ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Each Agency will certify their budget/financial reports through their Business Services. Each Agency will send certified reports to the Program Director (Eileen Stear) who will in turn roll up consortium information.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

◯ Yes
⦿ No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
🔒 Whittier Union High School District	$2,999,462
🔒 El Rancho Unified School District	$562,567
🔒 El Monte Union High School District	$9,565,330
🔒 Tri-Cities ROP	$125,237
🔒 Rio Hondo Community College District	$411,834
Total	**$13,664,430**

Section 2: Plan Summary for Program Year 2016-17   −

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

RHRAEC continues to be a progressive partnership by supporting each member agency and working as a collective whole to expand and improve services to adults in our region. With AEBG allocations, instructional hours, programs, and services have been expanded to serve far more adult students than in recent years. Additional counseling services have been provided. These activities have proven to be an asset to adult learners. In 2015-2016, the Consortium also held three successful conferences focused on the "what, who and why" of AEBG. The conferences shared resources with and engaged stakeholders, educators, local government representatives, and adult students.

In 16-17, RHRAEC continues to focus on achieving AEBG objectives and ensuring that all adult students reach their educational and career goals. In order to fill gaps and accelerate learning, the Consortium continues to provide additional and accessible educational opportunities in a safe, engaging environment. AEBG allocations will add instructional opportunities with expanded schedules (evenings, summer, etc.), increased instructional hours, new classes, updated technology, and classes located throughout the community. Additional staff will support instructors and students, and services such as child care and/or transportation enabling better access, attendance and participation.

In order to create seamless transitions, RHC will provide counselors to be housed at each Adult School/ROP, in collaboration with increased counseling services at each school. Consortium-wide staff development for counselors, instructors, and support staff will be scheduled quarterly to share curriculum and best practices in order to improve student learning. Each Member will also provide professional development focusing on the specific needs of its staff and students.

RHRAEC is committed to increasing Stakeholder and Partner participation in Consortium activities in order to benefit from shared expertise and resources. Each agency will continue to develop relationships with outside partners to leverage resources for support services, education, and employment. Through the Consortium, information and resources can be shared with the other member agencies, creating greater access for adult students. RHRAEC's website is a tool for communication and a resource for Members, Stakeholders, community members and adult learners. Job fairs and other hiring opportunities shared by Stakeholders are posted on the website and emailed to member and partner agencies to be distributed to adult students. The website also includes information about academic and employment training options available at each member agency, and will continue to be expanded to provide supplementary information and search capabilities.

RHRAEC's purpose is to focus on the overall needs of adult students and communities in the region. Assessment and data will be: developed, expanded and accessed to track adult students, evaluate programs, determine needs, analyze outcomes, and to guide member and consortium efforts. RHRAEC is dedicated to pursuing and using wide range resources available in the region, and to implementing innovative and creative strategies in order to ensure academic and personal success, and positive economic outcomes, for every adult learner.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Bassett Adult School	School District	Adult Education
ChapCare	Non-profit Health Services	Health screenings, immunizations, health referrals, etc.
Department of Rehabilitation	California State Agency	Support for Adults with Disabilities
EDD	California State Agency	Employment services; training
El Monte Union Educator's Association	Teacher Bargaining Unit	Instruction
El Rancho Federations of Teacher's	Teacher Bargaining Unit	Instruction
Goodwill Industries	AJCC	Training Provider
Hacienda/La Puente Unified School District	School District	Adult Education
L.A. County Workforce Development Board	Workforce Development Board	MOU's with WIOA agencies; employment services; funding for employment training and support services
LA CADA	Non-profit support services	Drugand Alcohol abuse counseling; post-incarceration services
South Bay Workforce Investment Board	Workforce Investment Board	I-Train; Training Contracts
Southeast Area Social Services Funding Authority	AJCC	Training Provider
SPIRITT Family Services	Non-profit support services agency	Family Counseling; support services
Workability II, Transitions/Career Connections	WUHSD programs for adults with disabilities, 18-22 yrs. old	Employment training support, classes for adults with disabilities
WUHSD Adult Teachers' Association	Collective Bargaining Unit	Instruction; program support

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Rio Hondo Region Adult Education Consortium (RHRAEC) members and partners identified a gap in Adult Students' knowledge of: access, courses, programs, and supportive services from adult school to adult school/ROP and transitioning to college. Thus, counselors were hired to serve adult students. Rio Hondo allocated a counselor to be housed at El Monte/Rosemead Adult School (EMUHSD), as a pilot, for seamless transition from the adult school to Rio Hondo College (RHC). Adult Students were counseled on non-credit courses, degree programs, assessment, orientation, and educational plan. Adult Students stated that this was a life changing point for them. They stated that they "had no idea there were so much to take" and "it is the perfect place to ask questions and not feel stupid". Many stated that college was not something they had considered previously due to the fear of academic courses. The practice will be expanded to each adult school and ROP.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

EMUHSD expanded services by adding classes in adult literacy, an ABE Learning Lab, and two ASE high school diploma classes. Five ESL classes were added. Additional CTE classes in high demand fields have either been added or are in development. Other expansions include workshops for adults to help school aged children, additional hours for babysitting, a career counselor, increased counseling hours, additional instructional hours and a summer session.

ERAEC extended services by adding six ESL and two ABE classes, substantially expanding GED preparation and testing programs, and maintaining a strong CTE program consisting of four Business Career Pathways. A part-time counselor reinstated in 15/16 will be expanded to full-time in 16/17.

Tri-Cities has reduced student costs for its Dental Program, located in a low socio-economic region.

RHC is opening an educational center in Pico Rivera next to ERAEC, featuring a computer lab/classroom and Student Supportive Services. Counselors have been and will continue to be provided for Adult Students at all partners sites.

WUHSD has restored instructional hours and expanded summer programs, including evening classes. Investments in hardware and software will be used to accelerate student learning and fill instructional gaps.

The late arrival of the funding and the requirement that the monies be invoiced to the fiscal agent for reimbursement caused a substantial block to the implementation of this program. Some agencies were unable to front the money to start programs. The money, held by the fiscal agent, remained unspent for much of the year. The confusion about the money being a "grant" rather than an "allocation" delayed the use of these monies to expand services.
ERAEC extensively marketed classes in Adults with Disabilities and Adults Training for Child School Success. The results were dramatically less than hoped for and classes were cancelled.
RHC has had personnel changes resulting in a disruption counseling services.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Consortium funding has resulted in additional programs and services added throughout the RHRAEC service area. New classes have been established at EMUHSD in ESL, Adult Literacy, and CTE.   ERAEC has reestablished ESL, and increased GED Preparation and Citizenship programs. WUHSD increased instructional hours and offered an expanded summer program. In addition, access to technology was increased dramatically with new instructional tools and software. RHC hosted several large events in collaboration with member/partner agencies to promote active dialogue and training of stakeholders, as well as to provide information to students regarding training opportunities. These include: RHRAEC Stakeholders Conference in which over 150 guests attended. Educators, community members, and stakeholders attended opening session, informational breakouts, adult student panel, and closing remarks-all noted by evaluations as thoroughly informative. The Workforce Development Conference included local government representatives, stakeholders and educators, and Trades Night, was successful in sharing employment training opportunities with over 400 adults learners. Both of these conferences also provided much needed information regarding opportunities provided by apprenticeships. The two conferences were featured as 15/16 Promising Practices,

As RHRAEC enters year 2, the challenge will be sustaining the growth without additional funding. The growth of industry in this region and the demand for trained workers in emerging industry sectors will require introduction of new classes while maintaining services to Immigrant adults and native speakers of English with low literacy skills.   The new classes and services that have been introduced serve the community. Salary increases awarded by the K-12 districts could necessitate program reductions for adults since the AEBG funding has not increased. Late funding precluded agencies from advertising some courses, hiring staff and reducing tuition in a timely manner.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

| Program Areas | 2015 - 16 Expenditures | | | | | | | 2016 - 17 Planned Expenditures | | | | | | | |
| | Budgeted | | | Spent | | | +/- | | | | | | | | |
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0	$0	-	$0	$0	$0	$0	$0	$0	$0	$0

Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
1000 Instructional Salaries	$0	$0	$0	$0	$0	$0	-
2000 Noninstructional Salaries	$0	$0	$0	$0	$0	$0	-
3000 Employee Benefits	$0	$0	$0	$0	$0	$0	-
4000 Supplies and Materials	$0	$0	$0	$0	$0	$0	-
5000 Other Operating Expenses	$0	$0	$0	$0	$0	$0	-
6000 Capital Outlay	$0	$0	$0	$0	$0	$0	-
7000 Other Outgo	$0	$0	$0	$0	$0	$0	-
Indirect / Administration	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update   −

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

> Currently, member agencies do not coordinate assessment strategies, but have begun discussions on how to do so. Presently, two agencies use CASAS for placement and ongoing assessment. ERAEC has purchased CASAS software and RHC is planning to do the same. Staff from all four agencies attended the CASAS Summer Institute and will continue to participate in CASAS/TOPS Enterprise training. RHC is committed to providing counselors to each of the member sites to assist in seamless transitions from member adult schools into RHC. WUHSD and EMUHSD have purchased software to help prepare students for the Accu-Placer assessment used by the community college, in order to help students prepare for a smooth transition to post-secondary. RHRAEC will continue to share information and discuss how to develop a program that will be flexible and adaptable for all agencies to use and share. AEBG Data and Accountability funds will be used to facilitate our research, planning and implementation.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
AccuPlacer Preparation	Aztec Learning	Placement into ESL, basic skills and academic credit or non-credit programs
CB100 Computer Skills for GED Test	Teknimedia	Student Assessment/Placement
Comprehensive Adult Student Assessment Systems	CASAS	Student Assessment placement
GED Practice Tests	Aztec Learning/Pearson-Vue	HSE Preparation Assessment/Placement
HiSET Practice Tests	Educational Testing Service	HSE Preparation Assessment/Placement
Math assessment-computation	Locally developed	Math Placement
San Diego Quick Assessment	San Diego Quick Assessment	Student Assessment/Placement
Test of Adult Basic Education	TABE	student assessment, placement ABE, CTE
Writing assessment	Locally developed	ABE Placement

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

> EMUHSD, ERAEC, and WUHSD Adult School use the ASAP program to track student enrollment, demographics and student outcomes. Teachers use the ASAP system for attendance, grades, update information, and course completion. The ASAP system has reports that gather the required data to report on program outcomes. These adult schools also use CASAS to track assessments and student learning gains. RHC is reviewing utilizing the CASAS system to use in conjunction with members for tracking students. Instructors receive reports on class and individual student outcomes which are used to inform instruction. A system is being developed to track non-credit students enrolling in RHC. All members are working on aligning/coordinating adult student tracking systems within the consortia to facilitate data sharing and, thereby, adult student transitions between programs.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
AERIES	AERIES	Registration, Attendance, Data Reporting
AMS	Attendance Management System	Registration, Attendance, Data Reporting
ASAP Registration Management Software	ASA Connected	Registration, Attendance, Data Reporting
Comprehensive Student Assessment System	CASAS	Assessment, Learning Gains

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

> (A) Improved literacy skills
> (B) Completion of high school diplomas or their recognized equivalents
> (C) Completion of postsecondary certificates, degrees, or training programs
> (D) Placement into jobs
> (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The Trades Night activity cited in Section 2 introduced adult learners to RHC and opportunities for training through apprenticeships and various adult schools. During this first year of AEBG there has been good collaboration between RHC and both EMUHSD and ERAEC in regard to supporting students as they transition to college. RHC assigned a counselor to EMUHSD and ERAEC during the spring semester to assist with college applications and financial aid applications. College and School site administrative teams have engaged in shared program planning, resulting in a plan to implement credit classes on adult school sites encouraging continuing education after graduation. In addition, RHC and ERAEC teams have engaged in shared program planning for the Fall 2016 opening of the Pico Rivera Rio Hondo Education Center, offering credit/non-credit classes for ERAEC students and adult learners in the Pico Rivera community. Tri-cities to explore/create career pathways to RHC. All member agencies are developing plans for increased counseling and activities related to integration and seamless transitions. Consortium members will continue to share information regarding programs offered in a variety of ways, including a consortium website, so that students may easily transition among programs to participate in classes that fulfill their educational needs.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Provide two Rio Hondo classes for AS students	Students ready to transfer to College after completing Adult School classes	Document number of students participating and earning college credit
Consortium staff development for CTE, high school diploma and high school equivalency instructors	Shared: best practices, curriculum, resources, contacts, and information for further assistance	Evaluation/surveys of participants. Pre and Post class evaluations
On site workshops for students regarding requirements for post-secondary enrollment and how to enroll provided by Rio Hondo staff and/or trained school staff	Increased opportunities for students to transition to post-secondary programs	Attendance at workshops, increased enrollments in post-secondary
Free access to entry-level CTE programs for ESL and ABE students, including Adults with Disabilities, to facilitate transition to job training and employment	Increased awareness of CTE opportunities by ESL/ABE students	Increased transitions to job training programs by ABE and ESL Adult Students
Articulation agreementsssssssss with Rio Hondo College are in place or in progress for multiple CTE courses	Facilitate adult student transitions to Rio Hondo College and acceleration of course work at RHC.	Track how many adult students received college credit from RHC

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Continued expansion of ESL classes is needed for the 2016-2017 school year. Three agencies have waiting lists for ESL classes. Agencies are expanding Citizenship Preparation classes. The further development of CTE classes to serve new areas of instruction including medical, construction, electrician, manufacturing, logistics/distribution/warehouse clerk, and maintenance classes are planned. Additional services that support students as they attend school such as babysitting, career services and program support are planned. Increased instructional hours will be maintained and efforts will continue to provide a safe and engaging learning environment. Curriculum development, purchase of equipment and supplies, updated technology, and staffing are included. RHC has identified an additional need for computer classes and a non-credit nursing program to be held at the Pico Rivera Educational Learning Center. This will create career-focused educational opportunities and accelerate student progress utilizing technology and distance learning. Consortium members will continue sharing information regarding programs offered in a variety of ways, including a consortium website so that students may easily move among programs to participate in classes that fulfill their needs. Goals include reducing fees to make classes more accessible, maintaining a consortium website to provide region-wide information and communication, and further engagement of partners for shared resources.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Expand Babysitting Services to include daytime classes	Additional Adult Students can attend classes	Growth in attendance, children attending
Add ESL classes	Reduce waiting list	Evaluate registration numbers for ESL
Provide summer classes in ESL; conversation and writing	Meet Adult Student needs-accelerate learning	Improved success as adult students transition to HSE, HSD or CTE
Add Citizenship Preparation classes	Meet adult students needs	Evaluate registration numbers for ESL
Create certificates of completion or certificates of competency for non-credit courses	Adult Students will be able to follow a pathway towards their educational goals	Number of certificates provided to students. Adult Students register for college credit courses
Ceate more non-credit programs to prepare adult students for employment or to be successful in college credit courses	Increase number of adult students enrolled in these classes	Number of adult students attending the courses
Offer more elementary basic skills and short term vocational workforce preparation courses	Increased number of adult students enrolled in these classes	Number of adult students attending the courses
Maintain and add to increase instructional hours	Accelerated adult student learning and course completion	Course completions, learning gains, and certificates earned
Provide staff as needed	Accelerated adult student learning and course completion	Course completions, learning gains, and certificates earned
Implement summer evening classes	Address gap in instruction available when evening, summer classes were closed in 2008/2009	Attendance, learning gains, and course completion
Reduce/maintain the cost of fee-supported classes	Make classes more affordable and accessible	Enrollments, course completion
Provide transportation to offsite ESL and ABE classes	Provide access to classes which have been moved during major construction project	Continued attendance, learning gains and course completion

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

EMUHSD, ERAEC and WUHSD have successfully reduced the length of time that students need to complete career sequences. Curriculum projects implemented during Summer 2016 will continue throughout the school year. As part of the compression of the sequences, an online assessment for Career Certification was implemented at EMUHSD and ERAEC for all CTE sequences. The introduction of a competency based learning Lab for CTE Business classes was delayed until summer 2016 to allow for curriculum development and time to prepare the classrooms for the lab setting. ERAEC and WUHSD will also explore online Career Certification for its CTE sequences. RHC is implementing distance learning at the Pico Rivera Educational Learning Center, which will include online options and virtual learning. RHC will implement Counseling 101 and Reading 23 at EMUHSD. WUHSD invested in improved technology for teachers and students through the purchase of Chromebooks, presentation tools, online software which is available 24/7, and related equipment. It is expected that the increased use of technology will facilitate accelerated learning.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Implement learning labs for Business and Computers	More adult students completing	Student outcome reporting
Implement Career Certification testing for all CTE classes	Adult students better documenting readiness for work	Number of adult students completing certification
Expand the number of non-credit computer classes for Adult Students including distance learning	Provide adult learners the ability to learn the use of a computer	Number of adult students enrolled in the classes
Add credit counseling classes at the Adult Schools	Provide adult students with college credit course and prepare adult students for career exploration, life planning and college readiness skills	Number of adult students enrolled in the classes
Add credit counseling classes at the Adult Schools	Provide adult students with college credit course and prepare adult students for career exploration, life planning and college readiness skills	Number of adult students enrolled in the classes
Maintain and expand increased instructional hours	Accelerated adult student learning and course completion	Course completions, learning gains, and certificated earned
Provide staff as needed to support adult student learning	Accelerated adult student learning and course completion	Course completions, learning gains, and certificates earned
Implement summer and/or evening classes	Accelerated adult student learning and course completion	Attendance, learning gains and course completion
Provide online software available 24/7 in HSE, HSD, ABE, ESL and CTE	Increased access to instructional resources	Increased learning gains and course completion
Supportincreased use of technology by providing instructional and presentation tools in ESL,	Accelerated adult student learning and course completion through creative use of technology	Increased learning gains and course completion

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing

assessment and improvement of student outcomes.

Quarterly consortium-wide professional development activities including instructors and support staff will be scheduled for all program areas. Regional program area meetings will encourage inter-agency curriculum awareness and alignment. Each agency will host and include the other member/partner agencies in planned professional development activities offered within each agency. Expand access to state, regional and local conferences and training opportunities. Expand participation in cross-level (adult school/community college/ROP) professional development, as well as workforce development conferences and/or training to develop awareness and collaboration (California Workforce Association, AJCC, etc.). Members will attend State and local conferences and workshops to foster collaboration and strategies for improving adult student success.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Counselor task force	Better awareness and collaboration	Shared vocabulary and resources
ABE team meeting	Aligned curricular objectives and outcomes	Staff participation and evaluations
ASE team meeting	Aligned curricular objectives and outcomes	Staff participation and evaluations
CTE team meeting	Aligned curricular objectives and outcomes	Staff participation and evaluations
ESL team meeting	Aligned curricular objectives and outcomes	Staff participation and evaluations
Curriculum Alignment	Aligned curricular objectives and outcomes	Staff participation and evaluations
Consortium-wide activities related to AEBG objectives	Information sharing and collaboration	Increased awareness of consortium goals and resources; outcomes based on the objectives of each activity

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include

contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county

libraries, etc.

Tri-Cities, RHC, and EMUHSD, (WUHSD and ERAEC are developing) Annual Advisory Councils consisting of stakeholders from

across all sectors continue to provide current and relevant input into curriculum and instruction for students to meet the needs of employers and provide high-demand services.

RHRAEC invites over 100 stakeholders to monthly Coordinating Council Meetings. A new item on agendas will include a round table for all to participate in during which all stakeholders will have the opportunity to share information regarding the services they offer and to provide input regarding consortium activities.

RHRAEC's website posts job related information provided by stakeholders, as well as information which is also emailed to all members to distribute.
RHC will continue to collaborate with consortia members and trade unions (Divisions of Apprenticeship Standards) to articulate a pre-apprenticeship course which will prepare students for the apprenticeship entry exam and help transition adult students into apprenticeship programs.

WUHSD and EMUHSD have signed an MOU with the Los Angeles County Workforce Development Board. WUHSD also has MOU's with LA CADA, South Bay Workforce Development Board, and SASSFA. Each member agency has collaborated with many other agencies and organizations for shared leveraging of resources.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Advisory Council; expand and/or develop	Local employers and employment agencies	Input on program development; employment of adult students	Program evaluation and employment opportunities for adult students	Track employments; agendas and minutes of meetings; program developments
Meetings with Trades Unions	Trade Unions (Carpenters, Electricians, etc.)	Information regarding employment requirments	Implementation of courses or activities to help learners prepare for entrance exams and applications into Trades Usnions	Number of learners entering apprenticeships and/or union employment;increased collaboration with unions and employers
Continue MOU with Workforce Development Boards and workforce agencies	L.A. County WDB; South Bay WDB, SASSFA, LA CADA	Funds for job training, support services	Adult Student referrals, funds for training and support services	Tracking adult students referrals and course completion; track support services provided
Work collaboratively with government and non-profit workforce/training and support agencies	Dept. of Rehabilitation, EDD, TANF/GAIN, ChapCare, Goodwill Industries, SPIRITT Family Services, etc.	Employment services, adult student referrals, counseling, funds for training, support services	Adult student referrals, training completions, supported attendance	Track adult student referrals and training completions; track collaborative activites

Section 5: Annual Plan Submission —

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

☑ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

☑ Click here to confirm that you are ready to submit your Annual Plan.