45 Rio Hondo | Consortium 2017-18 Annual Plan

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

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

Section 1: Plans & Goals   −

Executive Summary

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

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Executive Summary (REV 7-2-17):  (485 words)


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 counseling
services have been expanded to serve many more adult students than in recent years. Rio Hondo College classes were
provided on an adult school site during 16-17, and plans have been made to extend the class offerings to more adult
schools. In 2016-2017, the Consortium increased outreach to counselors and stakeholders.  Two separate day-long tours of
member agencies were conducted to inform counselors and stakeholders of the programs and services available at each
school, supporting student referrals, seamless transitions, and increased opportunities for students.

In 17-18, RHRAEC will continue to focus on achieving AEBG objectives and ensuring that all adult students reach their
educational and career goals. As funds allow, we hope to provide accessible educational opportunities and support
services, such as child care and/or transportation, that will enable attendance and participation.  Maintenance of
current programs, future growth and expansion are at risk because of a lack of COLA or budget adjustments to allow for
increases in salary, benefits, and operating costs.

To create seamless transitions, RHC will provide additional counselors to be housed at each Adult School/ROP, in
collaboration with each school. Consortium-wide staff development for counselors, instructors, and support staff will be
scheduled regularly 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.

We will continue to increase 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 will be
shared with other member agencies, creating greater access for more adult students. RHRAEC's website is a tool for
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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 students. The website also includes information pertaining to academic and employment training options available at each member agency and will continue to be expanded to provide more details of classes/programs and search capabilities.

Our goal is to focus on the overall needs of our community and the individual needs of students. Assessment and data will be used to track students, evaluate programs, determine needs, analyze outcomes, and to guide member and consortium efforts. RHRAEC is dedicated to pursuing and using the wide range of resources available in the region. We intend to implement innovative and creative strategies in order to ensure academic and personal success, resulting in positive economic outcomes for every adult learner.

Meeting Regional Needs

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

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Need for additional ESL classes and/or instructional hours to meet demand/need.	Current waiting lists, census and WDB data indicate a need for expanded services for English language learners.	Maintain/increase the number of students served and outreach of locations.
Awareness of services and programs available to adult learners needs to be improved.	Student and stakeholder input indicate that community members are not aware of all program areas and services available through consortium member agencies.	Increased referrals among agencies and stakeholders. Participation in academic and job training programs as measured by attendance and student survey, Effectiveness of program tours will be measured by pre- and post- participant surveys.
Increased referrals among agencies and stakeholders. Participation in academic and job training programs as measured by attendance and student survey, Effectiveness of program tours will be measured by pre- and post- participant surveys.	Increased referrals among agencies and stakeholders. Participation in academic and job training programs as measured by attendance and student survey, Effectiveness of program tours will be measured by pre- and post- participant surveys.	Monitoring counselor schedules for student contact hours, evaluations of training provided.
Expansion of vocational training opportunities and accessibility, including the establishment/ expansion of career pathways in priority sectors.	Workforce Development Board and census data indicates the need for expanded job training. Underemployment indicates the need for career pathways that lead to self-sustaining employment opportunities.	Track the implementation of job training programs, new programs implemented, and employment and/or certifications achieved.
Need additional instructional hours/classes for ABE, including workforce preparation activities.	Lack of accessibility. Lack of preparation for transition to CTE and/or higher academic goals.	Maintain/increase the number of students served and outreach of locations.

GAPS IN SERVICE

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

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

> In order to fill gaps and accelerate learning, we will continue to provide accessible educational opportunities and student support services in a safe, engaging environment.
>
> We will work collaboratively with workforce and higher education partners to better track and support student job training programs, employment, economical success, and transition to postsecondary education. The groundwork has been laid and current partnerships are evolving to provide closer collaboration. Collaboration includes co-enrollment, co-location, and ongoing communication and information-sharing. Agency level and consortium-wide activities will continue in order to facilitate effective services to adult learners.
>
> We will continue to address the needs of adult learners, including adults with disabilities, and will work within each agency and within the consortium to develop appropriate and effective strategies for collecting data and evaluating services provided. Staff from all agencies will meet to share strategies and best practices specific to instruction and support for adult learners.

Seamless Transitions

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Articulation agreements with Rio Hondo College are in place or in progress for multiple CTE courses	1 – Not at all implemented	The college faculty has not been available to meet with for the purpose of articulation discussions.	Continuing to dialog with college to meet with faculty for discussion.	Provide an outlet such as stipend to college faculty to participate in the articulation process.
Consortium staff development for CTE, high school diploma and high school equivalency instructors	3 – Somewhat implemented	Finding the time and resources for all to attend has been a challenge	Quarterly workshops involving all program area staff, calendared at the beginning of the school year.	Consistent, dependable, and sufficient funding
Free access to entry-level CTE programs for ESL and ABE students, including Adults with Disabilities, to facilitate transition to job training and employment	3 – Somewhat implemented	El Monte and Whittier provide free access to entry-level CTE for ESL and ABE students	El Rancho is investigating the possibility in 17-18. CTE classes will be expanded to include ESL and ABE students	Provide funding for teachers and common planning time.
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	3 – Somewhat implemented	Not all agencies have been able to have workshops because of space or scheduling issues. Finding the time and resources for implementation has been difficult.	Plans have been made for workshops at all adult school sites during 17-18.	Consistent, dependable, and sufficient funding.
Provide two Rio Hondo classes for AS students	3 – Somewhat implemented	Classes were not implemented at El Monte. Plans are in place for 17-18.	Classes to be offered at Whittier and El Rancho during 2017-18 have already been selected and enrollments will take place during the summer and early fall. Rio Hondo staff will help students with the community college enrollment process.	Non-AEBG funding to make it possible to help students with the costs of books and allow the community college to waive fees for adult learners.

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

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

Staff from all program areas will meet regularly to share ideas, correlate and/or align placement tools, curriculum, instructional strategies, assessment tools and rubrics, to ensure that student transition paths are understood and supported across all systems. Successful implementations of academic pathways and/or career pathways will be shared in order to ensure positive student outcomes and maximum student performance outcomes. Results from these consortium-wide sessions will include aligned/coordinated curriculum, awareness of placement requirements and strategies, and effective transitions within and among member agencies.

Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Add credit counseling classes at the Adult Schools	1 - Not at all implemented	Limited staffing made implementation impossible.	A part-time counselor will be hired in 17-18.	Provide consistent and dependable funding.
Expand the number of non-credit computer classes for Adult Students including distance learning	5 - Fully implemented			
Implement Career Certification testing for all CTE classes	2 - Mostly not implemented	Schools spent time investigating possible certifications available and the cost of making them available to students. As a result, implementation is still in its early stages at most schools.	El Monte has some certifications in place. Whittier has purchased Certiport for MS Office and Quickbooks certifications, and is investigating the possibility of implementing certifications for Medical Office, Accounting, and Computer Repair.	
Implement learning labs for Business and Computers	5 - Fully implemented			
Implement summer and/or evening classes	3 - Somewhat implemented	Whittier and El Monte have summer and evening classes. El Rancho and Tri-Cities do not have summer classes, and Rio Hondo does not have evening classes. Funding, staffing, and space limitations shortages	Rio Hondo is planning to expand non-credit course offerings. El Rancho and Tri-Cities have insufficient funds to implement summer and evening classes at this time, but refer students to other programs.	Provide funding needed to implement summer and evening classes
Maintain and expand increased instructional hours	4 - Mostly implemented	All agencies have increased the number of instructional hours available to students in all program areas.	Opportunities for continued expansion will be explored and implemented. As will the continued need for space, qualified staff, and funding impact the capacity to expand services to students.	Provide consistent and sufficient funding.
Provide online software available 24/7 in HSE, HSD, ABE, ESL and CTE	4 - Mostly implemented	The time required to fully explore and evaluate instructional software, and the cost of licenses, hardware to be used, and training make implementation difficult	Schools will continue to explore and implement online options	State-negotiated discounts and/or reviews of materials would be very helpful. As always, funding is needed to purchase and maintain the implementation of technology.
Provide staff as needed to support adult student learning	3 - Somewhat implemented	Most classes are fully staffed, but additional instructors are needed as programs attempt to expand locations, times, and instructional hours.	Continue to recruit and train staff for program expansion.	Maintain a resource for job postings (OTAN) and provide training for adult program instructors. Resolve credentials issues between community colleges and adult schools.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Support increased use of technology by providing instructional and presentation tools in ESL, ABE, HSE, and CTE classrooms	5 - Fully implemented	We are fully implemented and dedicated to maintain/update technology in instruction. Various instructional and learning technology tools are available at all sites—Chromebooks, smart boards, computers, document cameras, LCD projectors, laptops, dental/medical equipment, etc. New software, most of which is available to students 24/7, has been purchased—Rosetta Stone, Aztec, IXL, ….		

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

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

Consortium agencies will continue to provide evidence-based strategies to accelerate student's progress. Expanded strategies will include developing and implementing accelerated courses, individualized instruction based on the achievement of competencies rather than seat-time, and contextual basic skills instruction in CTE, ESL (including El Civics), ABE, and other program areas.

We will continue to maintain and expand online technology and distance learning opportunities that will allow students to accelerate learning. Online software is available to students 24 hours a day, allowing for flexible schedules and increased access to instructional opportunities. Distance learning opportunities can also allow for flexible scheduling that will allow students to accelerate learning.

Shared Professional Development

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
ABE Team Meeting	1 - Not at all implemented	Time and funds were the challenges facing implementation.	A calendar of events will be set for the 17/18 school year with consortium wide available dates and funds to implement ABE Team Meetings.	Continue to support funding for future events to become a general practice.
ASE Team Meeting	1 - Not at all implemented	Time and funds were the challenges facing implementation.	A calendar of events will be set for the 17/18 school year with consortium wide available dates and funds to implement ASE Team Meetings.	Continue to support funding for future events to become a general practice.
Consortium-wide activities related to AEBG objectives	5 - Fully implemented			
Counselor task force	3 - Somewhat implemented	Time for all counselors from agencies to come together.	A 17/18 event calendar is being generated to include a counselor task force. New counselors are being hired for the school year and will be included in furthering implementation.	Continue to support funding for future events to become a general practice.

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

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

> Attendance at workshops and conferences will be supported by AEBG funds in order to equip faculty and staff with the skills and information needed to deliver high-quality instruction that supports the acceleration of learning, persistence, goal achievement, and transitions to employment and post-secondary education. In order to provide a better understanding of issues and strategies, agencies will be encouraged to participate in training/conferences outside their own "system"—community college, adult school, and/or workforce systems.

> Regularly scheduled consortium-wide meetings and professional development by program area will be conducted throughout 2017-2018. At these sessions, best practices will be shared in order to build capacity to deliver the most effective possible instruction and services to adult learners.

Leveraging Resources

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Advisory Council; expand and/or develop	5 - Fully implemented			
Continue MOU with Workforce Development Boards and workforce agencies	5 - Fully implemented			
Meetings with Trades Unions	3 - Somewhat implemented	Contacts are at the initial communications level, and time is required to fully develop relationships. Rio Hondo has agreements with several apprenticeships, but adult schools and ROP are still in the beginning stages	AJCCs have already established relationships with trade unions and apprenticeships. Ongoing collaborations will provide additional opportunities. We will expand on the initial contacts that have been made	Support communications with apprenticeships from the state level. Help identify strategies for helping students prepare for applying to unions and apprenticeships
Work collaboratively with government and non-profit workforce/training and support agencies	5 - Fully implemented			

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

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

> We will continue to collaborate with Title I agencies, AJCC's, and the Los Angeles County Workforce Development Board. Adult schools have joined a Memorandum of Understanding with the LA County WDB. Each agency maintains a relationship with its local AJCC. Opportunities for co-enrollment and co-location of resources are being developed by each agency.

> Special activities and information-sharing opportunities with stakeholders will continue and be developed further. Stakeholders and partners will be included in consortium-wide tours, presentations, and resource-sharing. Each agency will participate in local industry employer groups, chambers of commerce, and business advisory councils.

> The consortium website will be maintained and enhanced in order to provide information to students, job seekers, and employers. Information regarding consortium activities, programs available at each member agency, regional resources, local job opportunities and job fairs, and announcements from stakeholders are posted on the website.

Section 2: Fiscal Management   —

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

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	$13,602,158	$13,602,158	$0
2016-17	$13,664,430	$13,515,518	$148,912
Total	**$27,266,588**	**$27,117,676**	**$148,912**

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

> Due to the late arrival of 15-16 funds, Whittier Adult School and Rio Hondo College carried 15-16 funds over to 16-17. Both schools completely used all 15-16 funds during the 16-17 school year. All RHRAEC schools expended all of their 16-17 funds by the end of the school, except Whittier and Rio Hondo. Whittier had a balance of $135,835.26 and Rio Hondo College had $13,077.00 unspent 16-17 funds. Of that amount from Whittier Adult School $15,770.00 was encumbered in 16-17 and carried over to 17-18 because of accounting deadlines. Rio Hondo College was faced with accounting deadlines when reallocation of funds was made at end of 16-17 school year. Whittier was delayed in hiring and space restrictions meant that some 16-17 funds that had been budgeted for new classes were not fully used. Although there was a balance of 16-17 unused funds, Whittier spent its 15-16 carry-over of $348,089.00 and $2,863,626.74 of its 16-17 funds for a total of $3,211,715.74 resulting in $212,253.74 more that its 16-17 allocation.

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

> All 15-16 funds have been expended. 2016-2017 funds carried over into 17-18 will be used to support AEBG objectives by maintaining programs, providing/ supporting counseling, continuing the integration of technology, providing professional development, and supporting data and accountability strategies. It is expected that all 16-17 carry-over funds will be expended early in the 17-18 school year.

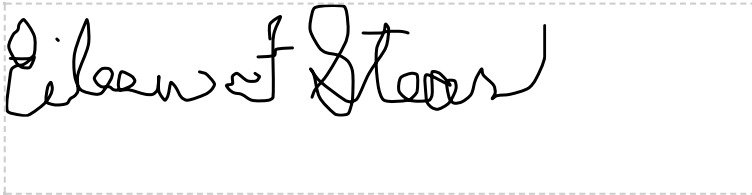## Section 3: Certification and Submission —   −

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

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

Certification (Required)

☑ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.

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

Signature (Required)

[handwritten signature]

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