

# 46 Riverside About Students | 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)

Executive Summary - The planned allocations for the 2017-18 fiscal year continue to support the ABout Students Consortium's three-year adult education plan. The guiding themes of the Consortium Sustainability, Access and Capacity, Alignment of Transitions and Pathways, and Outreach and Support Services are still the basis for each member's expenditure plans for the coming fiscal year. The consortium will continue with regular meetings of the governing board, as well as meetings of subcommittees that focus on specific tasks for the ABout Students instructional programs. All members will continue to focus on expanding instructional programs, within the limits of existing funding sources, particularly within the areas of literacy, CTE and apprenticeship programs. Local adult schools and the community college will continue to work together with the goal of aligning curriculum, particularly with the ESL program in the effort of increasing both the number of these students transitioning from K-12 adult programs to the community colleges as well as the success rate of these students at the college level. Each member is also focused on increasing and improving outreach and student support services. The community college will invest a significant portion of their AEBG funding toward hiring and training staff whose primary responsibilities will be to work with K-12 adult education students at their home schools to assist with educational advisement and successful transitioning to college-level course work.

During the 2016-17 fiscal year there were several accomplishments achieved. The consortium maintained a transparent and student-centered focus at the leadership level despite all but two of the members experiencing adult education administrative personnel changes. Throughout the members, there was increased use of technology within instructional programs and site administration in a variety of ways including: implementing the use of TOPSPRO for data collection at the community college; adopting ASAP for monitoring student attendance, progress, and success; using Burlington English within ESL programs; and providing computer carts for ESL and ABE classes. There was continued growth in the number of ESL classes, particularly in establishing satellite classes using existing K-12 classrooms and other community locations where and when the facilities were available. Many adult schools hired new credentialed teachers and increased teaching hours of existing staff to meet the demand of adult learners across all instructional programs. The number of CTE classes also grew within the region. New classes in this much needed program area included Medical Billing and Coding, Basic Computer Skills, Intermediate Computer Skills, Logistics with certification in forklift operation, and Medical

Terminology.

Beyond the ongoing goals of increasing capacity, increasing student performance, and improving the support services available to the consortium’s adult learners, there are two other significant goals for 2017-18. First is the full implementation of digital badging to enhance student progress and achievement; and second is the first consortium-wide staff development day which was scheduled for August 1. Both of these achievements demonstrate the sincere interest of the AAbout Students Consortium in coordinating efforts to improve student achievement region-wide.

## 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.
Meeting the needs of the region’s adult in terms of literacy and CTE programs within the limits of existing resources.	Sites’ student enrollment data; AEBG state demographic report; AB104 reports	Increase in number of unduplicated students within literacy and CTE programs as compared to two previous years.
Lack of sufficient and effective transitional services for K-12 adults to enter and complete post-secondary programs, particularly within ESL populations	Regional meeting discussions; partnership meetings; inter- agency faculty meetings; student surveys; students returning to adult schools due to inability to place in credit bearing classes.	Establishment of “bridge” curriculum for K-12 adult school advanced ESL students; Increased number of adult learners that transfer to ESL 53 or higher
Lack of appropriate facilities for adult education classes particularly at the K-12 level	Number of available classrooms does not match the level of need within region	Increase in the number of off-site classes from previous years

### 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.

To address the regional need for sufficient and effective transitional services for students to enter and complete postsecondary programs, the local community college district is investing their AEBG funding to hire new staff members. These new staff members will be responsible for providing transitional services to adult learners such as educational advisement, application, and FAFSA assistance.

Community college and K-12 adult education staff will continue to work together to address the curricular and instructional needs for increasing the number of adult students who transition into credit bearing classes at the community colleges.

## 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?
Align Curriculum	3 - Somewhat implemented	Coordinating faculty schedules for regional meetings.	Increase communications among members.	
Align ESL Program with OTAN	5 - Fully implemented			
Become member of the local chamber of commerce	4 - Mostly implemented	Changes in personnel delayed outreach.	Assign dedicated personnel for community outreach.	
Continue alignment of assessments, placement, and curriculum in sub regions	3 - Somewhat implemented	College personnel have met with local adult schools to begin alignment. Changes in personnel caused delay in progress.		
Develop pathways for nonnative speakers	3 - Somewhat implemented	College faculty developed initial assessment of ESL pathways; however, more resources are needed for implementation.	Staff will begin work and services will be implemented.	
Develop Transitional Programs and Services	4 - Mostly implemented	Hiring for related positions delayed.		
Develop VESL component for CTE programs	3 - Somewhat implemented	Needed guidance on CTE definitions and requirements for developing courses. Benchmarks needed to be established.	Train staff and develop courses with alignment and articulation with community colleges. Establish bridge classes to prepare students for entry into CTE programs.	Clear definitions and guidance.
Explore Digital Badging System to support seamless transitions among members and partners	5 - Fully implemented			
Hire Medical Assisting instructors, purchase equipment and supplies, develop curriculum	5 - Fully implemented			
Hire Phlebotomy instructor, purchase equipment and supplies, develop curriculum	3 - Somewhat implemented	Acquiring qualified candidates to fill the position	Continue to advertise and recruit qualified candidates.	
Hold College and Career Fair Events	5 - Fully implemented			
Host college preparation workshops	5 - Fully implemented			
Implement comprehensive assessment system	5 - Fully implemented			
Implement Workforce Learning systems from CASAS	3 - Somewhat implemented	Training for Workforce Learning System has been completed. Purchase of software has been delayed.		
Increase guidance counseling personnel	4 - Mostly implemented	Need for additional communications among members.	Continue conversations with outreach specialists.	
Increase hours of Ed Advisor	1 - Not at all implemented	Delays due to the hiring process.	All positions have been filled and will begin providing transition services 2017/18.	
Increase hours of Outreach Specialists, schedule monthly outreach activities with adult schools	4 - Mostly implemented			
Offer certifications in forklift operations, Manufacturing Skills Standard Council, CPR, OSHA, Fire Extinguisher	4 - Mostly implemented	Not all certifications offered.	Will be available in 2017/18.	

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?
Provide ABE/ASE and Basic Skills Classes	5 - Fully implemented	Acquiring qualified candidates to fill the position	Continue to advertise and recruit qualified candidates.	
Provide counseling and academic advising services for transitioning students	4 - Mostly implemented	Hiring for related positions at adult schools delayed.	Continue to advertise and recruit qualified candidates.	
Provide field trips, tours to community colleges	5 - Fully implemented			
Provide transitional classes, testing and college placement services	3 - Somewhat implemented	Personnel changes at the community college administrative level	Community colleges will hire staff dedicated to providing transitional services to adult education students.	
Provide workforce preparation workshops, training, and community tours	4 - Mostly implemented	Not all sites fully participating.	Region-wide participation is planned for 2017/18.	
Research National Career Readiness Certification	5 - Fully implemented			

**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.

One strategy for integrating programs is the development of entry-level, short-term CTE classes to be offered at the adult schools which will introduce students to various career pathways. These entry-level courses are being designed to "open doors" to adult school students who need extra support and confidence before enrolling at the community colleges. Many of these courses will support language development and assist students in career pathway selection.

After consultation with the adult schools, the community colleges conceptualized a system of transitional support services that will be operationalized in 2017-18. Each of the three colleges will house an educational advisor who will focus exclusively on providing transitional assistance to adult learners in the community. Each advisor will work closely with the K-12 adult schools to simultaneously lower barriers to enrollment and promote student success through a strategic transition and preparation initiative. Advisors will spend 6-8 hours each week providing individual advising or conducting workshops at the K-12 adult schools. The community colleges will also explore developing a summer bridge program for ESL adult learners, which will support knowledge growth in these areas.

## 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?
Completion of FAFSA applications while still incarcerated	5 - Fully implemented			
Multifunding teacher position	1 - Not at all implemented	Position was not filled due to lack of qualified applicants.		
Offer FAFSA applications support on site or while still incarcerated	5 - Fully implemented			
Provide academic tutors services to students	4 - Mostly implemented			
Provide distance learning opportunities through technology to supplement classroom instruction	5 - Fully implemented			
Provide Two-week work readiness boot camp	1 - Not at all implemented	Personnel changes at the community colleges prevented implementation.	Colleges will conduct a needs assessment to determine the workshop topics that would be the most beneficial to students in the K-12 adult schools.	
Research new and advanced instructional materials	5 - Fully implemented		Ongoing process.	
Review ESL and basic skills college programs to develop ways to accelerate adult student programming with Educational Advisor and college Project Director	3 - Somewhat implemented	Necessary staff to be hired summer 2017.	Staff will begin working with adult schools in 2017/18.	
Summer School classes	4 - Mostly implemented			

### 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).

For the past few years, the ABOUT STUDENTS Consortium members have focused on improving technology functionality at their sites in order to provide additional learning modalities which extend learning opportunities for students. With the increase in technology available to students, the consortium can implement strategies to accelerate student progress using online instruction and extend learning outside the classroom.

Members are implementing additional strategies to support accelerated learning environments through tutoring support and curriculum revisions. Tutoring services are offered by members to support academic growth in challenging subjects such as mathematics and language acquisition.

## 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?
Conduct Staff PD survey	5 - Fully implemented			
Establish focus groups to discuss curriculum and program development	5 - Fully implemented			
Meet with adult schools periodically during the year to discuss professional development strategies leading to ongoing assessment coordination	1 - Not at all implemented	Coordinating efforts.		
Participate in consortium meetings and subcommittees by college personnel as agreed.	5 - Fully implemented			
Participate in new program development areas as recommended by college system and agreed to by Consortium	5 - Fully implemented			
Professional Development	4 - Mostly implemented			
Provide Digital Badges training	5 - Fully implemented			
Provide professional development for all staff and faculty	4 - Mostly implemented			
Provide Technology training such as Google Docs and online resources	5 - Fully implemented			
Provide training opportunities through OTAN, CALPRO and CASAS	5 - Fully implemented			
Scheduled meetings with program teachers and staff	5 - Fully implemented			
WASC accreditation application and review	5 - Fully implemented			

### 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.

Consortium members will continue to share professional development opportunities with regional partners to extend resources. Members will advertise and invite partners to workshops offered by OTAN, CALPRO, CASAS, and other TAP supported functions.

The ABOUT STUDENTS Regional Consortium held its first region-wide Fall Retreat Professional Development Day on August 1, 2017. The event included training on Google Classroom, Using Technology in the Classroom, Transitions to Post-Secondary Educational Strategies and more. Over one hundred faculty and staff members from all consortium members attended the one-day event. The Fall Retreat established opportunities for the region to co-attend and share locally scheduled professional development workshops throughout the year. Depending on funding and scheduling situations, another region-wide professional development day could be scheduled for the spring of 2018.

## 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?
Continue contracts with DPSS	5 - Fully implemented			
Create a partnership with RCOE to develop CTE classes	5 - Fully implemented			
Expand class satellite sites and partnership locations in the communityimproved outreach Program growth Maps, flyers	5 - Fully implemented			
Furnish satellites sites	3 - Somewhat implemented			
Identify potential employers in the area to create opportunities for adult education students	4 - Mostly implemented	Enormity of task was underestimated.	Expand upon contacts established during 2016/17.	
Integrate services into district programs	3 - Somewhat implemented			
Internship Program	1 - Not at all implemented			
Leverage economic, workforce, and community development resources of colleges to serve adult students in the region	5 - Fully implemented			
Leverage resources from community: One-Step, ELAC, public libraries, city, United Way	5 - Fully implemented			
Participate in Workforce Development Board Committees, One-Stops, and activities	5 - Fully implemented			
Participate with local chamber of commerce	4 - Mostly implemented	Changes in personnel delayed outreach.		

### 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.

Of the eight members in the ABOUT STUDENTS Regional Consortium, over half are currently WIOA providers and are included in the local Riverside County Workforce Development Plan. The local plan calls for the integration of services through a shared liaison tasked with connecting adult education, and Title I, III, IV, to clients. The plan outlines the responsibilities of the liaison to focus on leveraging the resources available in the region with its partners. Our consortium members are actively engaged in building connections through the partnership with RWDB.

Another activity planned for our region is the coordination of community college education advisors with the adult schools. The newly acquired community college positions will serve as liaisons to the adult schools. Utilizing the existing adult school structure, the educational advisors will spend a portion of their time located at the adult schools to provide transitional services to students.

Finally, plans continue to expand services in cooperation with the Department of Public Social Services. A total of two GED preparation classes at the DPSS local office during the 2017-2018 school year. Previously only one class was offered but this has been expanded in order to serve more students in that location. Members will continue to develop outreach opportunities and provide educational services to DPSS clients at their facilities. Some progress has been made by consortium members to increase services to DPSS clients in the past year. Sharing effective practices has provided additional members with ideas for leveraging resources in their areas of service. In 2017-2018 a DPSS Case Manager will be housed at one of the adult schools to provide on site assistance to the client's, attendance follow up, and monitoring of contracted student's progress.

## 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	\$7,733,620	\$5,921,569	\$1,812,051
2016-17	\$7,851,639	\$4,858,932	\$2,992,707
<b>Total</b>	<b>\$15,585,259</b>	<b>\$10,780,501</b>	<b>\$4,804,758</b>

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

Disbursements of 2015/16 funds were late in coming, and planning for implementation of new processes and practices took time. As a result, 2016/17 expenditures were delayed. In addition finding appropriate personnel to carry out certain activities needed time to recruit and train. For example, employing certified teachers to teach ABE or CTE classes were priorities at many member agencies but obtaining approval and recruitment took additional time and delayed expenditures. Another challenge experienced by members was due to changes in personnel responsible for fiscal management at the local level. With multiple staff changes, several fiscal support staff were frequently re-trained when they assumed responsibilities of AEBG funding. Unfamiliar consortium and state processes resulted in some members unable to report expenditures. However, most of those challenges have been resolved and accurate reporting of spending will occur.

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

Remaining 2015/16 and 2016/17 allocations are being utilized for start up of new CTE programs, support costs for newly hired personnel, and records tracking of students re-entering the educational system. One of the primary goals for our region in the three-year plan is to rebuild programs and extend instructional services to residents in our region. Members will continue to rebuild program offerings, adding transitional services to students. Additionally, remaining consortium allocation will support regional professional development costs. Aligning curriculum and establishing regional supports are activities which will continue to be a focus for the region.

## 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.**

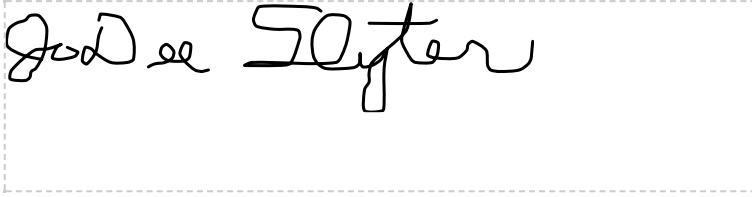
### Certification (Required)

- 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)

A handwritten signature in black ink, reading "Godde Souter", is written inside a dashed rectangular box. The signature is cursive and appears to be written on a white background.

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