



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-046

1.2 Consortium Name:

About Students Regional Consortium, Riverside

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

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

The name - ABout Students Regional Consortium - was selected by its members with the intent to be student-focused and a student-driven platform to better serve the educational needs of adult students in the region by serving as liaison and fostering collaboration among partners located in the region. The guiding themes of the ABout Students Regional Consortium, determined through group consensus, are as follows:

- About Students
- Collaborative Relationships
- Collective Responsibility
- Results Driven
- Stakeholder Representation

The consortium's primary goal is to improve student services through empirical evaluation of student outcomes, promotion of transparent communication, and equitable representation of all stakeholders. Consortium members include:

- Alvord Unified School District

- Corona-Norco Unified School District
- Jurupa Unified School District
- Moreno Valley Unified School District
- Riverside Community College District
- Riverside County Office of Education
- Riverside Unified School District
- Val Verde Unified School District

The current Consortium partners include the Riverside County Department of Public Social Services, Riverside County Economic Development Agency, Desert Regional Consortia, International Brotherhood of Electrical Workers, and the Riverside Workforce Development Center. Collaborative relationships between certain colleges, school districts and partners have existed for many years, whereas others were recently established as a result of AB 86 and AB 104 legislation.

Overarching Themes:

As a result of an ABout Student Faculty Staff Kick Off event held in September 2014, four Advisory Work Groups were formed by program area; the Short-term CTE and Programs for Apprentices formed one Work Group. Faculty and staff from all member and partner organizations were invited to participate in the Work Groups, resulting in the participation of over 80 representatives. Data from surveys, focus groups, key interviews and regional assessment were used to guide Work Group conversations in addressing objectives for their program area. The Advisory Work Groups met multiple times to determine key gaps and needs, strategies, professional development, and transitions that will serve as part of the overarching regional plan.

The Leadership Team and Consortium worked on synthesizing overarching themes identified across the region, based on input from the four Advisory Work Groups. The primary themes of focus are Consortium Sustainability, Access and Capacity, Alignment of Transitions and Pathways, and Outreach and Support Services. Each of the key themes is composed of several strategies/sub-themes identified by the Consortium. The graphic below illustrates each theme and its corresponding sub-strategies.

Consortium Sustainability

Formalized governance/collaboration
Maintenance of consortium structure
Compatible student data systems
Professional development

Access and Capacity

Course and program offerings
21st century technology
Personnel resources
Facility capacity

Alignment of Transitions and Pathways

Articulation agreements and dual enrollment
Stackable certificates
Student study/transitional plans
Assessment, curriculum and performance indicators

Outreach and Support Services

Counseling/guidance/mentoring
Outreach and promotion of adult education
Community partnerships and resources
Regional website
Collaborate with other consortia

Theme 1: Consortium Sustainability

Consortium sustainability will play a key role in the adult education regional efforts. Members and partners alike, agree that maintaining internal collaboration and consortium structure – Regional Lead, Governing Officials, Leadership Team of member participants, Advisory Work Groups and Committees of all representative groups - is essential. Part of the role of the consortium would be to coordinate and integrate the roles of K-12 Adult Schools, County Office of Education, and the Community Colleges. Establishing governance and serving as strategic partners will be formalized through agreements or MOUs. Supported by the Regional Lead, the Consortium's Governing Officials, Leadership Team and Advisory Work Groups will be central in facilitating a crosswalk of student parameters that need to be tracked to allow for continual monitoring of programming and performance indicators. Options for sharing student information to assist with monitoring must be explored and considered. Lastly, the consortium has initiated discussion to plan, coordinate, and implement professional development strategically thereby reducing redundancy if efforts across member organizations and ensuring common experiences. The maintenance and growth of the consortium as a whole is thought to be critical, serving as the foundation for the successful implementation of all other aspects of the plan for the region.

Theme 2: Access and Capacity

Providing adult learners with appropriate courses, variety of courses, and sufficient number of sections to meet the regional demand is essential in the region. A primary goal for the consortium is to increase access and capacity within all programs, beginning with stabilizing existing offerings. In addition to increasing course offerings, the consortium intends to ensure that up-to-date technology is available where needed throughout the region. Where possible, Career Technical Education offerings, especially those with high technological expense, coordinate between schools to avoid redundant unnecessary expenditures. Included within Access and Capacity are strategies to improve access to public transportation and childcare for adult education students in the region.

Theme 3: Alignment of Transitions and Pathways

Educational pathways and transitions are fundamental to meeting the needs of students. Articulation agreements, vertical articulation, stackable certificates, and standardized student plans are some of the strategies that have been identified across all program areas. Central to the success of educational pathways is having clear definitions, aligning curriculum and completing a crosswalk between assessment instruments that would be beneficial to accelerating student learning. Working together as a consortium, participants plan to identify opportunities to form connections across institutions, minimize redundancies and streamline student information systems, assessments, and the overall approach to adult education in the Riverside Region.

Theme 4: Outreach and Support Services

Offering student support services and enhancing outreach efforts addresses gaps of communication and resources are needed for student success. Services discussed include not only those offered at the adult schools and community colleges but those that would be offered through community partners. Some of the support services plan to include: additional counseling and guidance, student mentoring programs, and referrals to community partners that can provide support resources. Also contributing to outreach efforts would be the development of a website that would house adult education offerings and pathways from across the region, as well as school and community resources available to assist students in meeting their educational goals. The website will serve as a marketing tool for consortium schools and a means for disseminating information to staff consortium-wide (e.g. professional development opportunities, etc.).

Priorities within the Overarching Themes

A series of Implementation Sessions were held by overarching themes to identify priorities within those areas. During the Implementation Sessions, consortium members and partners considered all program areas in relation to the overarching themes. Thorough discussions among participants using targeted questions, yielded recommendations for priorities and strategies for implementation. The consortium identified priorities and implementation goals for each overarching themes.

Consortium Sustainability

To maintain integrity and stability of the ABout Students Regional Consortium, members and partners agree that a governing structure should be formed to replace the existing planning grant governance structure. The ABout Students Governing Officials were approved by the governing boards of each member with the primary purpose of fulfilling the plan objectives and strategies established by the consortium members and partners. The Officials consist of 8 members, serving as the final decision making entity for consortium activity through a process of information gathering, discussion, public and partner comment opportunity, and finally by vote of all officially designated representatives during a publicized ABout Students Regional Consortium meeting. Members are represented through multiple levels of consortium stakeholders balancing between western, central, and eastern parts of the region, basic skills, courses for immigrants, short-term career technical education, adults with disabilities, and pre-apprenticeship/apprenticeship programs, administration, faculty and staff, partners, community members, and students. Elements of the governance structure were be transitioned to the Governing Officials roles including upholding the guiding principles, decision making process, shared leadership roles and responsibility, and ongoing communication. In accordance with the State's mandates, the ABout Students Regional Consortium Governing Officials will have authority to oversee the activities and management of the consortium through recommendations of the ABout Students Adult Education Consortium participants. Strategies identified to ensure consortium sustainability include the development of several components to formalize and maintain consistency throughout the region. As determined by Work Groups and the Leadership Team, formal MOU agreements among consortium members and partners are required to establish commitment and presence in the consortium. Minimizing duplicated efforts by generalizing an overarching MOU for consortium participation is recommended to establish responsibility guidelines and parameters. To facilitate ongoing communications among participants, the community and students, a regional website will be established to address multi-dimensional communication strategies and establish mechanisms for implementation including other avenues of media. Another component of consortium stability requires responsible fiscal management. The ABout Students Regional Consortium determined that a direct funding option for it members provides the opportunity for fiscal management and coordination of reporting requirements. As additional funding is identified and statute is determined, the consortium will continue to strategize its fiscal procedures and responsibilities.

Access and Capacity

With the severe reductions in adult education funding experienced by all providers, the highest priority across program areas and throughout the region is to increase access and capacity to students, especially in literacy courses. The implementation session selected strategies from the Work Groups to begin the process of rebuilding capacity and extending access to services of adult

education providers. Basic skills and courses for immigrants have been identified by the consortium as programs of greatest need resulting in highest initial priority, using data research reported in Objectives 1, 2 and 3. However, ongoing monitoring of wait lists, impacted programs, and evaluation of demand is necessary due to shift of need over time.

Acknowledging the specificity of short-term CTE programs requires consideration of locations of programs to be accessible near industry demands. Establishing appropriate short-term CTE programs where needed varies throughout the diverse region of the consortium. Rebuilding previously existing short-term CTE programs relevant to current gaps of service can easily launch the development of much needed certification training. Articulation agreements can be renewed and reestablished efficiently while new agreements can be created using previous models.

Stability in an adequate funding mechanism is essential to increasing access and capacity. Building program offerings requires consistent and long-term planning. Consequently, the implementation session determined 2-5 year planning strategies to increase access and capacity of program offerings.

Alignment of Transitions and Pathways

The overarching theme of Alignment of Transitions and Pathways demands the focus on assessment, curriculum, and performance indicators. The Implementation Session identified priorities that targeted program support, identifying and rebuilding of offerings, and alignment strategies needed to fulfill transition and pathways between LEAs. As established by Work Groups, aligning assessments, placement requirements, curriculum, and student study plans are the foundation to creating seamless transitions from one LEA to another. Establishing advantage programs for adult school graduates designed to provide priority registration opportunities and college readiness skill development similar to programs offered to high school students is a high priority practice for the consortium. Another high priority is the alignment of curriculum and course objectives through a collaborative effort of sharing course content outlines and assessment correlations to better support students' matriculation to higher education and the workforce. The selection of assessment instruments, materials, and curriculum will remain at the discretion of each LEA; however, it is the intent that published data on the content be accessible to facilitate alignments. Articulation agreements will be established where appropriate to support pathway integration.

Outreach and Support Services

Discussion during the Implementation Session identified key priorities of focus with consortium outreach and support services. Establishing baseline objectives for counseling and guidance services across the region is of primary concern, with a high need for all counseling faculty and staff to have access to regional information. The dissemination of accurate, current information to students and faculty of program offerings throughout the region is a high priority moving forward. Incorporating plans to establish a regional adult education website, communication efforts will increase

substantially. Increasing communication among counselors of providers as well as community partners will increase the availability and use of support services including transportation, childcare, job training opportunities and employment search in the region. Sharing resources and strategies between LEAs in the form of conferences for counselors and professional development is another priority for the consortium. Consistent and adequate training for staff who provide support services is essential. Finally, considering the increased need for basic skills, high school diploma and equivalency certification and English language development, outreach is vital. However, until capacity can be increased to meet the demand, outreach should only be targeted to under-enrolled programs.

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

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

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

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

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

Corona-Norco Adult School, Norco College, Riverside Adult School and Riverside City College have begun developing transitional services to students. Initial activities include preliminary alignment of course curriculum, college application process, campus tours and supporting students through the process of enrollment. Moreno Valley Adult School and Moreno Valley College are working on similar efforts to providing services to transition students. The programs will continue to develop and implement strategies to ease students as they transition into the college environment.

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

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

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

The About Students Regional Consortium plans to define and identify the goals and objectives for adult students needing services for workforce entry, training to support child school success, and pre-apprenticeship. An evaluation of the current needs of students who could be served under these program areas is required to effectively address the objective. Some overlap has been identified by consortium members and clarification will result in improved services to those most in need. Currently, several members are maintaining waiting lists which exemplifies the gaps and the concentration of need for services in our region.

The Workforce Development Center has released data to indicate that the county's economy is experiencing growth, similar to the State of California. However, the economic growth has not

yet reached to the level of the students we serve. Typically, the most in need are those last to experience an upturn in the economy. A careful monitoring of regional economic information will provide ongoing data to help drive consortium decisions and efforts.

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

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

The ABout Students Regional Consortium plans to increase access across the region to address the significant gaps in service to its adult education population. Students will be able to locate training programs appropriate to their educational needs for completing high school credentials, becoming proficient in the English language, preparing for re-entry into the workplace and post-secondary education. Our consortium participants will be equipped to provide knowledge and information to support students entering career pathways and transitioning to advanced training and certification. The development of partnerships and collaborative efforts among consortium participants will utilize the strengths in the region while transitioning students, providing needed support services, and leveraging resources. By increasing access to educational, support and regional services, the adult education student population will be better served, resulting in better opportunities for the future.

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

The ABout Students Regional Consortium has begun building relationships with local apprenticeship programs and intends to expand into the development of additional pre-apprenticeship offerings. By 2017/18, students will have opportunities to explore career pathways into building trades through apprenticeships including electrical workers. Aligning potential programs with employable needs of the region will guide the consortium in seeking additional pre-apprenticeship program offerings.

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

The ABOUT Students Regional Consortium will support the academic success of elementary and secondary school children by partnering with the schools within the 6 districts. Instruction to increase the academic growth of adults who can assist school children will strengthen the support system within public schools in the region. Integrating academic courses and services to parents and adults in the community in the program will expect returns such as tutoring, homework support, and more.

2.3d Collection and availability of data. (REQUIRED)

The ABOUT Students Regional Consortium will develop means to integrate and share data. Modifications to software systems will be made to gather additional data points needed for regional reporting and analysis. Sharing student enrollment information and assessment results will be facilitated through securely transmitting information permitted. Student information systems used by each member including YSS, Zangle, ASA, AERIES and more, will be maintained and provide the data for analysis and integrations. Assessment data will be maintained and shared from TOPS Enterprise and other performance measurement systems.

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

The ABOUT Students Regional Consortium members will maintain their local district qualifications recognizing the equivalencies among entities. All districts will continue to follow mandated requirements and background checks to secure qualified instructors and staff members for positions. The consortium accepts the minimal variations of requirements among providers and will not require its members to follow a single list of requirements for all hires. Adult schools will continue to align with their school district human resources processes to employ highly qualified teachers holding valid appropriate teaching credentials, while community colleges will continue to align with their district processes and qualifications.

2.3f Alignment of academic content and curricula (OPTIONAL)

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

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