ABOUT STUDENTS REGIONAL CONSORTIUM

2016/17 Annual Plan Draft

Section 2: Plan Summary for Program Year 2016-17

Executive Summary

The ABout Students Regional Consortium has identified 4 overarching themes of focus in the three-year plan; consortium sustainability, access and capacity, alignment of transitions and pathways, and outreach and support services. During the first year of implementation, the primary goals of the consortium were to rebuild lost services and restore programs throughout the region. The consortium goals for 2016/17 include continuing efforts began in 2015/16 to re-establish services in the core program areas of ABE/ASE, ESL, short-term CTE, and to expand additional services in re-entry into the workforce, support k-12 student success, and adults with disabilities when possible. Objective goals for 2015/16 focused on addressing gaps in services, implementing seamless transitions among members and accelerating learning through technology. Objective goals for 2016/17 will continue to address the gaps in services and apply successful practices of seamless transitions already established in the region. The consortium projects a higher need for professional development and dedicated resources for technology upgrades and training.

The accomplishments achieved during 2015/16 by the ABout Students Consortium include activities in each of the overarching themes. Efforts toward consortium sustainability include consistent, ongoing meetings, the development of three review committees, and resources dedicated for the consortium lead administrator. Substantial progress has been made to increase access and build capacity by the addition of adult basic skills classes, secondary, and English as a second language classes being offered by several members. Transition to post-secondary classes were established and expanded by members through collaboration among partners. Plans for a pre-apprenticeship program continue to be developed by the community colleges and the International Brotherhood of Electrical Workers. Members utilized funding to upgrade technology and purchase software needed to accelerate student learning. Licenses enable students to continue learning outside of the classroom and extends opportunity for growth. Additional staff have been hired by members to support the growth in course offerings. A consortium website was developed and established to increase communication among members as well as provide information for students.

Approaching 2016/17, the About Students Consortium will continue to focus its efforts to sustain an effective consortium collaboration, increase access and expand capacity to meet the high needs of our region, align our programs through curriculum development, create pathways for students to easily transition and provide the support services needed to off-set barriers to student success. Some of those activities will include increasing staff and student participation in consortium committees by program and "job alike" meetings, providing workshops for members and their staff to share and learn about best practices, creating work groups to align courses, curriculum and programs, adding courses in programs still impacted by high demand, developing programs in sub-regions where unavailable, hiring liaison positions to facilitate case management of transitioning students, sharing facilities with partners to better connect students to resources available in the community, and researching data and accountability systems that will support the integration of our unique systems.

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.

The accomplishments achieved during 2015/16 by the ABout Students Consortium include activities in each of the ABout Students Consortium four overarching themes.

Consortium Sustainability: Monthly consortium meetings, timely submission of deliverables, productive Allocation, Annual Plan, and Effectiveness Review Committees which met regularly, development of operating processes and agreements, and website development. Attended state training opportunities for professional development for consortium leadership.

Access and Capacity: Restored and rebuilt course/program offerings, increased number of classes offered, added support services to students such as counseling, child care, and tutoring, reduced and eliminated waiting lists, updated computer labs and purchased portable computer carts, replenished textbook supplies for classroom use, updated software for distance learning delivery, hired additional staff to support increase in students served. Expanded testing services in high school equivalency in English and Spanish. Provided additional support for staff on newly purchased curriculum in civic education development.

Alignment and Transitional Pathways: Increased transition classes offered and collaboration between adult schools and colleges to better support student transitions, collaborated with partners to begin alignment of courses, held college presentations at adult schools and took students on tours of college campuses. Collaborated on the use of CASAS to align assessment practices.

Outreach and Support Services: Preformed presentations on Consortium activities at Board meetings, Chamber of Commerce events, public libraries, parent centers, community centers and organizations. Established additional scholarship opportunities through community partners. Extended outreach through participation at Parents as Champions Conference, College and Career Job and Resource Fairs,

Day Reporting Centers, PTA meetings, Open House as district schools, DLAC and ELAC meetings, local business. Enhances services provided through DPSS collaboration and referrals and formalized partnerships through the WIOA MOU process. Provided members' information on services, contact, and consortium activities on the regional website.

The challenges experienced by the members of the ABout Students Regional Consortium in 2015/16 include regional difficulties as well as individual issues unique to each district. Regional challenges consist of a high number of changes in member contacts, lack of familiarity with AEBG processes, and delays of implementation plans. As the regional members and partners continued to meet and implement its 2015/16 plans, changes in the individuals attending and participating in meetings impeded progress. Often new representatives were unfamiliar with legislation, requirements, and regional processes. Therefore, retraining was frequently needed to promote transparency and appropriate decision making.

Several members experienced challenges with district leadership being unfamiliar with adult education policies, practices and the AEBG. Local progress was delayed when the consortium approved plans from a member for expansion, but the member district was reluctant to proceed due to past instability in adult education funding. Hiring and filling positions, purchasing technology, and upgrading materials were activities which took more time than usual to complete. In some cases, the incomplete activities have been postponed until 2016/17. One of those activities includes plans for gathering accurate and comprehensive data and accountability for the region. Members in the region have struggled with developing a cohesive plan which meets the needs of the region and demands of reporting.

Finally, a significant challenge for the region has been the difficulty of implementing a new regional design of the delivery of adult education services and working collectively through the process. The ABout Students Consortium participants have operated programs without much interdependency for many years. Although the members are cooperative and collaborative, the regional consortium model is new and requires considerable shifts in approach and perspectives. Compounding the issue is the inevitability of adjustments made by CDE, CCCCO and the AEBG Offices. Changes in requirements, deliverables, and brief timelines have all contributed to challenges in year one implementation.

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.

Success:

- Rebuilding adult education services after severe reductions
    - Increase class offerings, hours of instruction
    - Added satellite locations for classes offered
    - Reinstated high school diploma program
    - Expanded high school equivalency preparation classes and testing

- o Implemented Tutoring services in multiple program areas
- Establishing collaborative relationships among members
  - o Scheduled monthly consortium meetings
  - o Established working groups and committees to address regional needs
  - o Began adult school/college collaboration for transitions
  - o Supported a district where no adult education services have been offered
- Working together toward a collective vision
  - o Established regional priorities and a plan to address the priorities
  - o Targeted fiscal resources based on the need of the region
  - o Developed regional focus on objectives
  - o Committed to collective responsibility for regional outcomes

Challenges:

- High demand in all program areas of adult education in the region
- Hiring additional staff and expanding classes
  - o Lengthy process for hiring personnel
  - o Difficulties recruiting qualified faculty
- Frequent changes in State processes and requirements
- Short timelines for deliverables
- Lack of adequate updated curriculum materials
- Gathering data needed for accountability

Section 3: Consortium Expenditures by Program Area and Objective

Member Tables Inserted Here

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.

Response:

The About Students Consortium members have reviewed our current assessment and placement practices, becoming increasingly familiar with each member's process. We have determined that a multiple-measure approach is most effective in our region. Our efforts focus on alignment and consistency while acknowledging various assessment tools and practices.

Of the 8 members in the About Students Consortium, 5 members use the CASAS system for assessing reading, mathematics, and writing skills of students upon entry into their programs. Each of these members receive WIOA grants and are mandated to use the CASAS system. Although these members use the same assessment system for federal reporting purposes, some members use additional instruments for appropriate student placement into courses and programs. Members using the CASAS system have begun to share best practices and success with student placement. Discussion has begun to extend the use of the CASAS system to additional members and align with college placement. Community colleges are integrating multiple measures of assessment for college entrance and adapting current systems to accommodate a broad analysis for placement.

Due to the expansive area of our consortium, sub-regions were created. Emphasis has been directed to align assessments and placements for adult schools with their neighboring colleges. Most of our focus targets student completion of adult school programs in preparation for assessment and placement in credit college programs. Few students move among the various adult schools because of the geographical distance between them.

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	Participating Member
CASAS		Assessment	AUSD, CNUSD, JUSD, MVUSD, RCOE, RUSD
TABE	McGraw-Hill	Assessment	CNUSD, MVUSD
Odyssey Ware		Course completion	AUSD, CNUSD, MVUSD
Aztec		Course completion	RUSD
Edmentum	Plato	Course completion	CNUSD, RUSD
Rosetta Stone		Course completion	CNUSD, RUSD
Burlington English		Course completion	RUSD

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?

- Members will continue to use existing systems to gather data elements
- Share experience and functionality of systems with members
- Acquire or update inadequate student tracking systems for members as needed
- Explore the purchase of a data collection system which aggregates all members' data
- Explore the use of Digital Badges system for identifying student acheivement

List the systems used for student data tracking. Responses may be entered directly into the table below.

ASAP	ASA	Enrollment/Attendance	AUSD, CNUSD, MVUSD, VVUSD
YSS	Schoolhouse	Enrollment/Attendance	RUSD
Q	Zangle	Enrollment/Attendance	JUSD
Aries		Enrollment/Attendance	AUSD, RCOE

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:*

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

  Review and reflect 2015/16: Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

  The ABout Students Consortium 2015/16 plans progressed within each sub-regional boundaries to integrate existing programs and create seamless transitions into postsecondary education or the workforce. Our regional plan included aligning assessments, placement requirements, curriculum, and student study plans as a foundation to creating seamless transitions.

  Throughout 2015/16, work groups met in sub-regions to share practices and discuss strategies for transitioning students. Some adult schools and colleges share established partnerships that led to increased efforts to collaborate on transitioning students, while other adult schools are developing new transitional programs with neighboring colleges. During work group meetings involving sub-regional members, course outlines were shared, alignment of curriculum discussed, and requirements for postsecondary enrollment clarified. Participants created transitional services which included classroom presentations, counseling, campus tours, and other support services to encourage students to explore higher levels of education.

  The community college district formed a team to visit all adult schools to discuss the needs of adult education students from k-12 districts. Dialogue identified the challenges of transitioning students from the adult schools to neighboring colleges. As a result, the community college district has proposed hiring a project specialist and advisors to support the recruitment of adult education students to college.

- **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.

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Hire Medical Assisting instructors, purchase equipment and supplies, develop curriculum	August 2016	JUSD	Medical Assisting Program Implementation	Students enrolled and completing program
Increase guidance counseling personnel	September 2016	CNUSD, JUSD	Access and guidance for HSE and ESL students	Increased interest in HSE and CTE programs
Hire Phlebotomy instructor, purchase equipment and supplies, develop curriculum	October 2016	JUSD	Phlebotomy Program Implementation	Students enrolled and completing program
Provide field trips, tours to community colleges	Semi-annually, Annually	CNUSD, MVUSD, RUSD	College information	Students participate in college tours and registration
Hold College and Career Fair Events	Spring 2017	CNUSD, MVUSD, RUSD	College and workforce information	Students have access to training programs and employment opportunities
Provide transitional classes, testing and college placement services	Fall 2016-Winter 2017	CNUSD, MVUSD, RUSD	Students will complete enrollment requirements for college admissions	Share students data with transition specialists
Host college preparation workshops	Twice per semester	CNUSD, RUSD	Determine student	Increase number of

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
			readiness for college entrance	students college ready
Become member of the local chamber of commerce	September 2016	CNUSD, JUSD, MVUSD, RUSD	Development of community relationships	Involvement of stakeholder
Increase hours of Outreach Specialists, schedule monthly outreach activities with adult schools	Fall 2016-17	CNUSD, JUSD, RCCD	Increase in interest in program enrollment in adult schools and transitioning to RCCD	Students served by Outreach Specialists
Increase hours of Ed Advisor	Fall 2016-17	RCCD	Provide Ed plans to Adult Ed students transitioning	Students Served by Educational Advisor
Align Curriculum	Fall 2016	AUSD, JUSD, CNUSD, MVUSD, RCCD, RCOE, RUSD	Produce a document indicating alignment and/or gaps	Documents Produced
Develop pathways for nonnative speakers	Fall 2016-17	RCCD	Develop defined pathways for non-native speakers	Pathway Creation
Develop VESL component for CTE programs	Fall 2016	RCCD	Development of at least one VESL course, outlines, and materials.	At least 1 VESL course developed
Develop Transitional Programs and Services	Fall 2016	CNUSD, RCCD	Increase in RCCD Enrollment	Enrollment
Implement comprehensive assessment system	September-May	AUSD	Consistent Progress	CASAS Future

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Align ESL Program with OTAN approved courses assessment system	Sept-May	AUSD	Provide Professional	Course Outlines Purchase Orders Time Sheets
Provide counseling and academic advising services for transitioning students	Sept-May	AUSD, CNUSD, JUSD, MVUSD, RCOE, RCCD, RUSD	Student goals, transitions, and program growth	Program completions and enrollment into college classes
Explore Digital Badging System to support seamless transitions among members and partners	Nov-June	AUSD, CNUSD, JUSD, MVUSD, RCOE, RCCD, RUSD	Determine value of Digital Badges System and implementation considerations	Produce a plan for implementation or cancelation of project
Continue alignment of assessments, placement, and curriculum in sub regions	Sept-June	AUSD, CNUSD, JUSD, MVUSD, RCOE, RCCD, RUSD	Ongoing committee meetings of sub-regional alignment	Crosswalk of assessments and curriculum
Research National Career Readiness Certification	Fall 2016-Spring 2017	CNUSD, MVUSD	National Certification	Increase number of students career ready
Implement Workforce Learning systems from CASAS	Fall 2016-Spring 2017	MVUSD	Workplace skill development	Progress tests that will determine mastery of essential skills

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Provide workforce preparation workshops, training, and community tours	Fall 2016-Spring 2017	CNUSD, MVUSD	Employability skill development	Increase number of students workforce ready
Offer certifications in forklift operations, Manufacturing Skills Standard Council, CPR, OSHA, Fire Extinguisher	Fall 2016-Spring 2017	CNUSD, MVUSD	Certifications	Students complete multiple certifications

- **Objective 4: Gaps in Services**

Review and reflect 2015/16: Activities and plans to address gaps in programs and services within your region.

The ABout Students Regional Consortium determined *addressing the gaps in services* as one its primary objectives for 2015/16 implementation of the AEBG. The focus for the members was to rebuild and restore services which had been lost during economic shortfalls. Therefore, the consortium determined appropriate allocations to members which would enable school districts to restore services in English as a Second Language, Adult Basic Education and Adult Secondary Education.

Districts expanded programs by adding classes in areas which were impacted and held extensive waiting lists. Additional staff and faculty were hired, materials and supplies purchased, and satellite or partnership locations established to support the demand of the communities. In addition to instructional support, members offered more support services such as tutoring, academic counseling, high school equivalency testing, and child care to help meet the needs of students. Finally, out of date technology was upgraded and software purchased to provide alternate delivery of instruction to students.

Although the region has begun to rebuild and restore adult education services, the work will continue in 2016/17. Members plan to continue the efforts of meeting the needs of students by addressing the gaps offered through existing programs. By working together, members are sharing best practices, supporting strategies and collaborating on efforts to reduce the gaps identified in the region.

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Hire additional ESL, ABE, ASE instructors	September 2016	AUSD, CNUSD, JUSD, RUSD	Classes staffed	Classes are implemented.
Identify and secure school sites for additional ESL, ABE, ASE classes	August 2016-October 2016	CNUSD, JUSD, MVUSD, RUSD	Additional sites identified to increase access proximity	Access to classes to more students in the community.
Purchase supplies and books for ABE, ASE and/or ESL classes	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD, RCOE, RUSD	Provide core and supplemental texts	Increased number of students completing level competencies.
Purchase additional computers/technology for the classrooms	July 2016-June 2017	AUSD, CNUSD, JUSD	Additional technology access	Individual classes allowed access to computer labs
Identify and purchase ESL and ASE software to support students	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD RUSD	Increased student access to technology	Improved technology skills for students.
Conduct orientation, registration, assessment testing	July 2016-May 2017	AUSD, CNUSD, JUSD, MVUSD, RUSD	Appropriate program placement	Increased student persistence
Continue to provide instruction in ABE, ASE, and/or ESL	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD, RCOE, RCCD, RUSD	Increase in student enrollment, skill levels,	Increase in student advancement and completion rates

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Continue to provide counseling and academic advising services	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD, RUSD	Student goals Program growth	Goal forms Attendance
Provide Basic Technology Classes for non-English Speakers	July 2016-May 2017	AUSD, CNUSD, JUSD, RUSD	Enroll students in new program	Improve student use of technology
Provide Digital Citizenship Classes for Adults	July 2016-May 2017	CNUSD	Enroll students in a new program	Increased awareness of online safety
Provide academic, guidance counseling services	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD, RUSD	Student study plan, goals, evaluation	Increased completion rate
Improve matriculation from Adult Education to RCCD	Fall 2016	RCCD	Identify barriers to students attempting to matriculate	Removal of Barriers, increased matriculation
Survey Students	Fall 2016	RCCD	Ascertain interest in college enrollment	Survey Results
Hire an College District Project Director for AEBG	2016-2017	RCCD	Manage AE projects	Employment evaluation to job description with AEBG goals and objectives
Support community college Project Director to review gaps in programs and services in AE	2016-2017	RCCD	Recommend new program components to serve adult school students and participating community colleges	Review document for inclusion in ABout Students reporting ongoing and in final report by community college district
Review community college data collection coding to identify adult education student participants	2016-2017	RCCD	Potentially capture additional adult students who may be participating in community college courses but may not	Evaluation and assessment findings review of potential coding for final report

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
			be identified at present	
Review and recommend programming in economic, workforce, and community development to address gaps for adult students at adult schools or transitioning to RCCD	2016-2017	RCCD	Review adult education programming for gaps and recommend enhanced ways to reach adult college students	Review current RCCD programs for adults and assess gaps using qualitative and quantitative data available to the District
Increase outreach through mailings, marketing activities, branding, presentations, websites and social media	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD, RUSD, RCCD	Provide information on services to the community	Survey effectiveness of outreach activities
Offer new courses in supporting child school success	Sept. 2016-June 2017	AUSD, CNUSD, MVUSD	Increased parental academic support	Increased success of children in school
NCCER course offerings leading to certification or at least completion of core curriculum	Fall 2016-2017	RCOE	Students will receive certification through NCCER	Registration on the National NCCER registry
Purchase Career Assessment Software	Spring 2016	CNUSD, RCCD	Students will have a better understanding of self and career options	Tally of Sign-ons
Develop Pre-Apprenticeship Programs	Fall 2016	RCCD	Increase of students enrolled in apprenticeships	Enrollment

- **Objective 5: Acceleration**

Review and reflect 2015/16: Activities and plans to accelerate student progress toward academic and/or career goals.

Plans for accelerating student progress in the ABout Students Regional Consortium for 2015/16 were identified as developing transitional courses, increasing the use of technology, researching blended learning models, and providing tutoring. Significant progress was made in each of the activities planned. Depending upon the level of the programs in place, members addressed student progress based on students' needs. Some focused on technology integration while others considered skill development as the primary local need.

Staff and faculty members from adult schools and colleges met to discuss and implement transition classes which included curriculum collaboration, campus tours and academic advisement. Members increased the use of technology to accelerate student learning by offering supplemental instruction through distance learning, computer lab time, and basic computer classes. Online instruction opportunities were also offered by some members to enhance and accelerate student learning. Providing small group and one-on-one tutoring for students who struggled with the academic rigor was an effective strategy implemented by sever of our consortium members. All efforts to improve the progress of student success resulted in an increase in student completions.

- **Objective 5 Activities**

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Provide academic tutors services to students	September 2016	CNUSD, JUSD, MVUSD	Increased percentage of students completing HSE, HSD and transitioning to CTE/CC	Increased completion rate.
Offer college courses on Site	Fall 2016-2017	RCOE, RUSD	Student will complete college classes	Maintaining records of those enrolled in courses
Offer FAFSA applications support on site or while still incarcerated	Fall 2016-Spring 2017	CNUSD, JUSD, RCOE RUSD	Students qualifying for Pell and BOG Grants	Tracking of number of students who have completed their FAFSA form
Provide distance learning opportunities through	Fall 2016-June 2017	CNUSD	Additional resources for student learning	Increased completion rates

technology to supplement classroom instruction				
Provide ACCUPLACER assessments while still incarcerated	Fall 2016-2017	RCOE	Students will have required testing completed for community college prior to release date along with being registered for classes	Tracking those enrolled in community college prior to release
Provide Two-week work readiness boot camp	Fall 2016	RCCD	OED modules/courses to be used in "Get Ready 4 Work" program	Enrollment
Review ESL and basic skills college programs to develop ways to accelerate adult student programming with Educational Advisor and college Project Director	2016-2017	RCCD	A review of ESL and basic skills college programs leading to better ways to address program development	Project Director assessment of ESL and basic skills areas in data collection
Research new and advanced instructional materials	Sept 2016-June 2017	MVUSD	Improved course curriculum	CASAS test scores
Hire additional staff to administer HSE tests.	Sept 2016-June 2017	MVUSD	Increase number of testing dates available to community	Number of testing candidates

Objective 6: Shared Professional Development

Review and reflect 2015/16: Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

The ABout Students Regional Consortium prepared plans for 2015/16 professional development collaboration to include enhancing the use of technology as a tool of

instruction, sharing expertise by hosting workshops and trainings, and increasing conference attendance opportunities for staff and faculty. Most professional development activities provided by members were experienced locally, addressing the unique needs of staff and faculty. Offers to participate in professional development were extended to regional partners but few from outside agencies participated. Most members were able to provide opportunities to their staff to attend adult education conferences including the California Council on Adult Education, California Adult Education Administrators Association, and CASAS Summer Institute.

CALPRO and OTAN professional development workshops, webinars and trainings were offered to staff throughout the region. Teachers attended training on differentiated instruction, teaching techniques for a multi-level ESL class, and computer applications. Members also attended the CALPRO Leadership Institute.

Some professional development indirectly occurred through the participation of the consortium review committees. The ABout Students Regional Consortium established three review committees (Allocation, Accountability, and Annual Plan) and invited staff, teachers and faculty across the region to participate. During committee meetings, participants discussed best practices and shared processes which resulted in student growth and achievement. Participants learned about assessments and curriculum which addressed the needs of students. Outcomes from committee meetings clearly identified continued need for regional professional development among consortium members and staff.

- **Objective 6 Activities**

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Scheduled meetings with program teachers and staff	July 2016-June 2017	AUSD, CNUSD, JUSD, MVUSD, RCOE, RUSD	Increased collaboration within and between departments	Improved collaboration
Establish focus groups to discuss curriculum and program development	September-October 2016	JUSD	Increased collaboration within and between departments	Improved collaboration

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Conduct Staff PD survey	October 2016	JUSD, RUSD	Identify Needs	Completed surveys
WASC accreditation application and review	September 2016- March 2017	JUSD, MVUSD	Application, Self-Study and Visiting Committee Review	WASC accreditation granted
Provide professional development for all staff and faculty	July 2016- June 2017	AUSD, JUSD, CNUSD, MVUSD, RCOE, RCCD, RUSD	Support to students in completion of all programs	Registration/attendance of conferences, seminars, workshops, webinars and other approved professional development of 7 program areas
Participate in consortium meetings and subcommittees by college personnel as agreed.	2016-2017	RCCD	Up to date information to assist program development, assessment, and reporting	Attendance of key college personnel
Participate in new program development areas as recommended by college system and agreed to by Consortium	2016-2017	RCCD	New program developed consistent with planning of colleges and ABout Students consortium	Number of new college programs created during the year
Meet with adult schools periodically during the year to discuss professional development strategies leading to ongoing assessment coordination	2016-2017	RCCD	Meetings scheduled periodically with adult schools by Project Director and staff during the year to discuss professional development for better coordination of assessment	College Project Director will evaluate progress and impact of meetings with adult schools
Provide training opportunities through OTAN,	Sept 2016- June 2017	AUSD, CNUSD, JUSD,	Curriculum and accountability enhancement	Attendance Certificates

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
CALPRO and CASAS		MVUSD, RCOE, RUSD		
Provide Digital Badges training	TBD	AUSD, CNUSD, JUSD, MVUSD, RCCD, RCOE, RUSD	Improved communications	Attendance Certificates
Provide Technology training such as Google Docs and online resources	Sept 2016-May 2017	AUSD, CNUSD, JUSD, MVUSD, RCOE, RCCD	Improved use of technology in and out of the classroom	Attendance Certificates

- **Objective 7: Leveraging Resources**

   Review and reflect 2015/16: 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.

   Leveraging regional resources has been limited in the ABout Students Regional Consortium. Members have focused on the local district resources to build and establish programs. Those resources include expanding the use of district facilities at satellite locations and exploring other local locations for offering services. However, all consortium public meetings have been held at a centralized location at the International Brotherhood of Electrical Workers Union Hall while committee meetings have been held at the Riverside County Office of Education, both participants in the ABout Students Consortium. The use of these facilities has enabled the consortium members to work diligently on the implementation of the plan and develop collaborative relationships in the region.

   Additional partnerships have been formalized through the Workforce Innovative and Opportunities Act Memorandum of Understanding Agreement with five of our members and the Workforce Development Board of Riverside. The members anticipate continued development of leveraging of resources through the activities of the MOU.

Objective 7 Activities:

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

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Participate with local chamber of commerce	September 2016	CNUSD, JUSD, MVUSD, RUSD	Increased involvement in local community activities	Community involvement in potential hiring and/or WASC accreditation process.
Create a partnership with RCOE to develop CTE classes	August 2016	JUSD, RUSD	Implementation of CTE programs	Additional course offerings.
Participate in Workforce Development Board Committees, One-Stops, and activities	2016-2017	CNUSD, JUSD, MVUSD, RCOE, RCCD, RUSD	Create a pipeline to programs and services	Increased enrollment through MOU
Leverage economic, workforce, and community development resources of colleges to serve adult students in the region	2016-2017	RCCD	Coordinate with the colleges' economic development units to seek opportunities for adult education students	Quantitative data on students who participate in these programs
Identify potential employers in the area to create opportunities for adult education students	2016-2017	RCCD	Work with college Economic Development units to identify employers and opportunities for students who are participating in programming	Quantitative data collected on participants in employer-related programs for adult students
Integrate services into district programs	Sept 2016-May 2017	AUSD	Career Education	Agendas Curriculum Guides

Activity	Timeline	Members	Outcomes Expected	Method of Assessing Impact
Collaborate with Riverside City Programs, staff	Sept 2016-May 2017	AUSD	Community Services	Agendas Flyers
Expand class satellite sites and partnership locations in the community	Sept 2016-May 2017	AUSD, CNUSD, JUSD, MVUSD, RCCD	Improved outreach Program growth	Maps, flyers
Furnish satellites sites	Sept 2016-May 2017	AUSD	Increase course access	Purchase orders
Leverage resources from community: One-Step, ELAC, public libraries, city, United Way	July 2016-June 2017	CNUSD, MVUSD	Increase enrollment, provide scholarships	Enrollment and attendance data
Continue contracts with DPSS	July 2016-June 2017	CNUSD, MVUSD, RUSD	Increase access to GAIN students	DPSS referrals