



COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

“About Students”

About Students Regional Consortium Plan

Submitted by Riverside Region
Final Report: March 2015

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Introduction

Riverside County spans nearly 7,300 square miles and has a population of 2,292,507, the fourth largest county by population in the state (US Census, 2013). The county's western region is home to ABout Students Regional Consortium. The majority of county residents reside in the western region with more than 800,000 people living in the cities of Corona, Eastvale, Jurupa Valley, Moreno Valley, Norco, and Riverside, as well as the unincorporated areas of Highgrove, Mead Valley, and Home Gardens. Some trends illustrating regional needs include:

- The region ranks fourth among all AB 86 regions by population size for the number of adults not having either a high school diploma, a job, or US citizenship (US Census).
- The average annual wage in the county was \$39,105 in 2012 across all industries (US Bureau of Labor Statistics, 2011).
- The unemployment rate ranged from 10.2% for the Corona-Norco USD geographic area to 17.2% for the Val Verde USD geographic area. All areas had higher levels than current county (8%) and state (7.1%) unemployment rates (US Census Data, May 2014).
- Approximately 20% of adults countywide are illiterate (EDD Survey).
- 20.7% of adults countywide do not have a high school diploma (EDD Survey).
- 22% of residents countywide are foreign-born (US Census Data, 2012).

As a result of the AB 86 Legislation, the Riverside Region formed the ABout Students Consortium to lead efforts in planning for regional adult education needs. It afforded the opportunity for member districts and colleges and partners to work collaboratively in planning a more unified and efficient adult education system. The ABout Students Consortium members include: Riverside Community College District (Norco College, Moreno Valley College, Riverside City College), Alvard Unified School District, Corona-Norco Unified School District, Jurupa Unified School District, Moreno Valley Unified School District, Riverside Unified School District and Val Verde Unified School District.

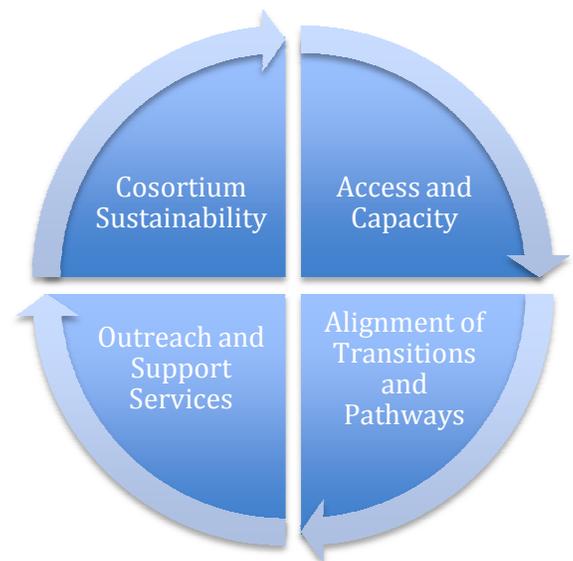
Consortium stakeholders have included district leadership, faculty, teachers, staff, local business partners and community partners.

Through group consensus, the ABout Students Regional Consortium identified key guiding principles as they moved forward with regional plan. The Consortium guiding principles are:

- About Students
- Collaborative Relationships
- Collective Responsibility
- Results Driven
- Representative of all Stakeholders.

Consortium members have collaborated in creating a regional adult education system that will better serve the diverse educational goals of learners across the five prescribed program areas: 1). Elementary and Secondary Basic Skills, 2). Courses for Immigrants, 3). Short-Term Career Technical Education, 4). Educational Programs for Adults with Disabilities and 5). Programs for Apprentices. An understanding of key themes across all member organizations was needed to develop an aligned system of service delivery for adults. As work progressed in the region, four key themes emerged: Consortium Sustainability, Access and Capacity, Alignment of Transitions and Pathways, and Outreach and Support Services (Figure 1).

Figure 1. ABout Students Consortium Overarching Themes



The opportunity exists to identify resources available to adult education learners in the region and subsequently ensure these resources are dedicated and used for specific needs tied to the five program areas. As a base, a common knowledge of program offerings available within the region will be beneficial in directing the proper services for adult learners, matched to their educational pursuits.

To address the focus of the region's adult education needs, the ABout Students Consortium recommends funding in the amount of \$30 million. Funding at this level would afford the region the ability to serve 31,000 students and allow for the region to rebuild services to its capacity from 2008-09 and expand adult education system to meet the AB 86 objectives.

Planning and Governance

Regional planning, organizational structure, decision-making, shared leadership, partners, and representation

As part of AB 86, school district and community college district consortia were established across the state to develop local regional adult education delivery plans. The AB 86 Certificate of Eligibility, Instructions, Terms and Conditions (CoE) outlined the work to be performed by each consortium. This plan is completed with an understanding that it will continue to evolve in 2015.

Consortium Membership and Organizational Structure

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

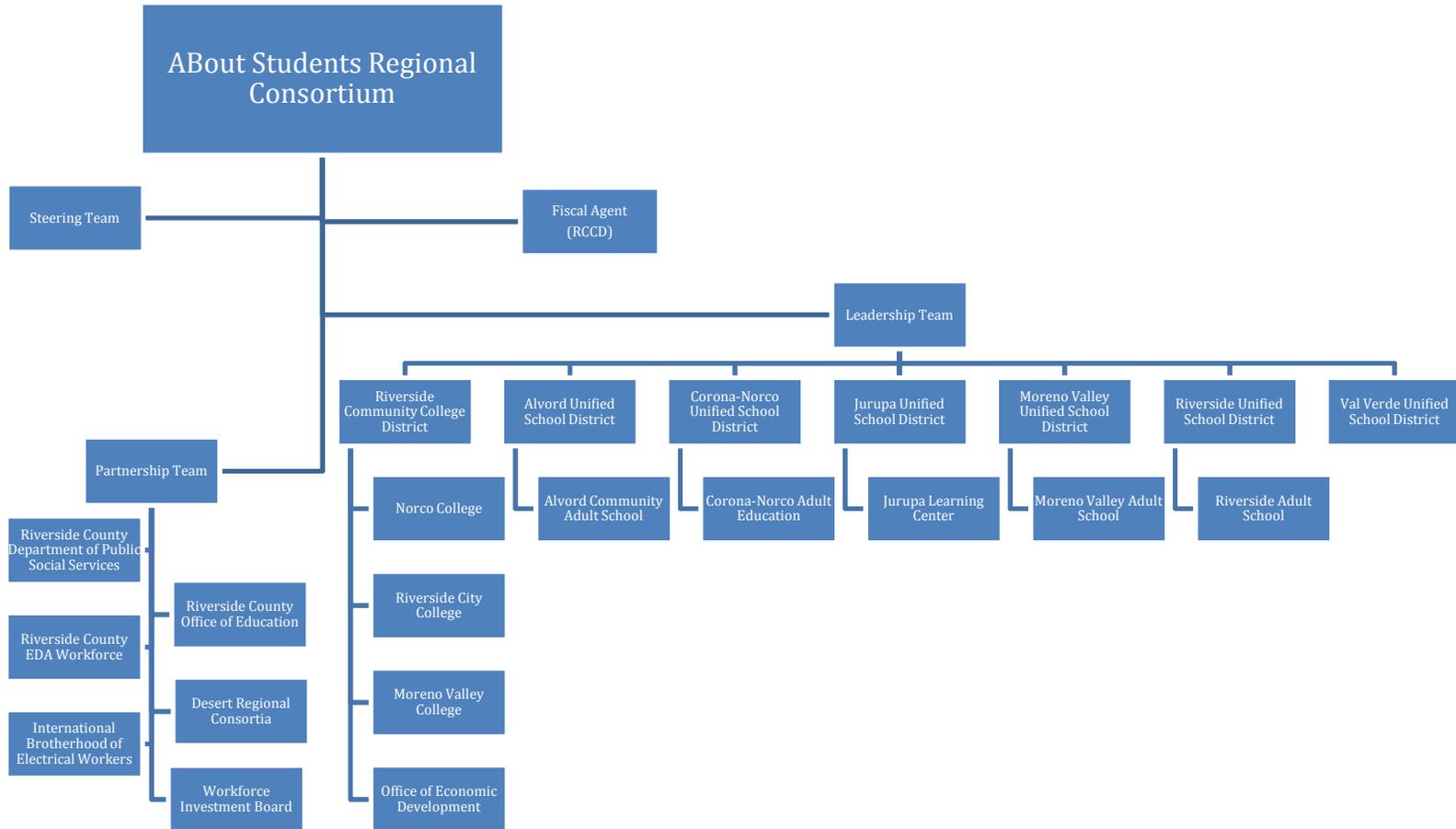
The consortium's primary goal is to improve student services through empirical evaluation of student outcomes, promotion of transparent communication, and equitable representation of all stakeholders. Consortium members include:

- Riverside Community College District (Norco College, Moreno Valley College, Riverside City College, Office of Economic Development)
- Alvord Unified School District
- Corona-Norco Unified School District

- Jurupa Unified School District
- Moreno Valley Unified School District
- Riverside Unified School District
- Val Verde Unified School District

The current Consortium partners include the Riverside County Department of Public Social Services, Riverside County Office of Education School of Career, Riverside County Office of Education Adult Jails, Riverside County Economic Development Agency, Desert Regional Consortia, International Brotherhood of Electrical Workers, and the Riverside Workforce Investment Board. 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 legislation. Figure 2 provides an overview of the ABout Students Consortium Organizational Chart.

Figure 2: About Students Regional Consortium Organizational Chart



Shared Leadership, Roles and Responsibilities

Existing relationships between Riverside Community College District's (RCCD) three colleges and their respective unified school districts underlie ABout Students' efforts to develop advisory teams. With student needs varying from campus to campus, a need arose to form a Steering Committee Team comprised of Norco College President, the Vice President of Workforce and Resource Development of Riverside City College, and the Director of Corona-Norco Adult School.

The AB 86 CoE document defines membership for both the Leadership Team, which includes representatives from each Consortium member, and the Partnership Team, which includes representation from each partner organization. The Consortium integrated key stakeholders, including faculty, students, community business leaders, and legislative representatives. All decisions made by the ABout Students Regional Consortium are made by consensus. Currently, some members and partners of the consortium have existing service contracts and Memorandum of Understandings (MOU) that establish formal agreements for student services. The Consortium plans to create an inclusive MOU among all members and partners that will define roles and responsibilities to help facilitate and streamline collaborative efforts.

The ABout Students Regional Consortium identified and defined project planning roles and responsibilities for the Fiscal Agent, RCCD, the Steering Committee, the Leadership Team, Partnership Team, Advisory Work Groups and a consulting agency.

The Steering Committee functions mainly as an advising unit rather than as a decision-making entity and is responsible for reviewing the AB 86 CoE for the consortium planning grant, and attending various meetings to properly guide the planning process. Its role is to coordinate and facilitate meetings for members, partners, and stakeholders through preparing agendas and providing meeting summaries. The Committee established milestones for progress reports, submission deadlines and information dissemination, and identified a Project Manager whose responsibilities are as follows:

- Serve as liaison with Leadership, Partnership and Advisory Work Group Teams;
- Develop and distribute information materials, correspondence, meeting agendas and meeting summary;
- Organize and conduct community meetings;
- Coordinate AB 86 deliverables, including writing and/or editing required reports; and
- Assist in budget development and management.

The Leadership Team acts as the decision-making body of the Consortium through reviewing research, participating in open-minded discussions, and determining effective courses of action. They are responsible for integrating administrators, faculty, teachers, and partners into both project planning and the decision-making process, as well as executing documents. The Leadership Team is responsible for reviewing input recommended for the regional plan by the Advisory Work Groups. The role of the Partnership Team is to provide the consortium with resource information regarding community agencies. Advisory Work Groups, comprised of faculty, staff and partners, provided workforce information and recommendations for the regional plan.

The ABout Students Regional Consortium contracted with WestEd. The Steering Committee Team coordinates with WestEd on a weekly basis regarding milestones and reporting requirements to the AB 86 Work Group. WestEd collaborated in collecting and organizing data for planning, coordinating Advisory Work Group Leads in gathering input, report writing and coordinating with the Project Manager and Steering Committee to meet AB 86 deliverables.

Communication

Currently, the Consortium communicates via electronic mail, phone calls and in-person meetings. Since July 2014, the consortium has been meeting bimonthly and Consortium Meetings were moved to a more central regional location. Each member of the Leadership Team is responsible for disseminating general information regarding the consortium to its governing boards, superintendents, and chancellors in accordance with internal policies and procedures.

A key strategy in continuing to foster and develop new relationships and having a collective responsibility for adult education in the region, has been to be inclusive of stakeholders. Several key events for the region have been held for the

purposes of gathering data and creating broader exposure of AB 86 in the region. Input has been gathered from consortium members, administrators, faculty, staff, and partners through the following events:

- Meeting of Leaders was held August 6, 2014: The Community College District Chancellor, College Presidents, and School Superintendents met to discuss current status and the future needs of collaborating as region to meet the needs of adult learners.
- Kick Off Event September 4, 2014: The Kick Off Event was well attended by steering committee, leadership team members, partner team members, administrators, faculty, and staff. The focus of the event was to bring faculty and staff to the table and gather their input on gaps and possible solutions for their respective program areas.
- Community Outreach Event October 15, 2014: Approximately 25 representatives including council members, chamber of commerce, CBOs, public agencies and other partners attended the event. The purpose was to create greater awareness of AB 86 and efforts being made in the area.
- Advisory Work Group Meetings September – December 2014: Four Advisory Work Groups were formed. Each Work Group held a minimum of four meetings. Both members and partners participated in the Work Groups where they focused on identifying gaps, transitions, professional development opportunities, and effective strategies that promote academic achievement.
- Leadership Team meetings November 3 and 17: Two Leadership Team Meetings were held in November. Advisory Work Group Leads presented an overview for the Leadership.
- Implementation Group meetings across all programs areas were held in February 2015 and will continue to meet in the spring.
- Joint Board Meeting February 24, 2015: The Riverside Community College District Board of Trustees and the Corona-Norco USD Board of Education held a joint meeting to discuss AB 86 ABOUT Students Consortium Update and Career Pathways Trust Grant partnerships.
- I-BEST Information Session scheduled for March 4th. This introduction session will provide the region with an overview of I-BEST, what the Region has to build-on, and what could be next steps for the region.

Regional Plan: Overarching Themes & Priorities

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 (See Figure 3), 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.

Figure 3: Overarching Themes



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 – Steering Committee, Leadership Team, Advisory Work Groups - is essential. Part of the role of the consortium would be to coordinate and integrate the roles of K-12 Adult Schools and the Community Colleges. Establishing governance and serving as strategic partners will be formalized through agreements or MOUs. The Consortium’s 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, members 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

A series of Implementation Sessions were held by overarching themes between January and February 2015. 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. An ABout Students Governance Board will be formed with the primary purpose of fulfilling the plan objectives and strategies established by the consortium members and partners. The Board will consist of approximately 5-8 members, with representation domains included by sub-region, program area, and constituency. Members of the Board will represent 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 current governance structure will be transitioned to the governing Board including 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 Governance Board will have authority to oversee the activities and management of the consortium through recommendations of the ABout Students Adult Education Consortium.

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 *Communication Committee* will be formed to address multi-dimensional communication strategies and establish mechanisms for implementation including but not limited to a website, and other avenues of media. Another component of consortium stability requires responsible fiscal management. Identifying a capable and efficient agency for fiscal management and coordination of reporting requirements is essential for consortium integrity. 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.

Funding

As in all regions across the state, adult education programs have been reduced substantially since 2008. Between 2012-13 and 2013-14, funding in the ABout Students region decreased over \$1 million dollars across all member organizations from \$17.4 million to \$16.4 million respectively. When comparing 2008-09 (approximate funding) to 2013-14, the region experienced an even greater decrease totaling \$8.1 million dollars (See Table 1.1). Approximate funding was calculated for 2008-09. In applying the operational cost of programs (for consortium members) from 2013-14 to total unduplicated enrollment that year (excluding short-term CTE), the cost per unduplicated enrollment count was \$837. Deflating by 5% to approximate the cost in 2008-09 dollars brings the cost to \$796 per unduplicated student. Total enrollment was 30,888 in 2008-09 and operational costs would have totaled approximately \$24,586,848 (See Table 1.1).

Table 1.1: ABout Students Regional Consortium Operational Costs

<i>Riverside Members</i>	<i>2008-09¹</i> (<i>\$</i>)	<i>2012-13</i> (<i>\$</i>)	<i>2013-14</i> (<i>\$</i>)
Alvord USD		103,777	133,684
Corona-Norco USD		1,235,489	1,310,572
Jurupa USD		738,038	793,789
Moreno Valley USD		739,710	738,391
Riverside USD		3,536,198	1,412,681
Moreno Valley College		2,512,096	3,029,846
Norco College		2,502,190	2,869,256
Riverside City College		6,071,447	6,126,725
Total in Dollars	24,586,848	17,438,945	16,415,017
Total students served across region	30,888	21,833	19,604

1: Approximate funding for 2008-09

As the ABout Students Regional Consortium moves forward in planning for adult education services, appropriate funding levels will be needed. Table 1.2 provides two options of funding resources associated with two enrollment scenarios for 2015-16. Option 1 would serve 19,000 students a number consistent with the

capacity of students served in 2013-14. Option 2 would serve 29,000 students, the number of students served in 2008-09. **The ABout Students Regional Consortium is recommending a minimum of \$30 million to support adult education services across the region.** These funding amounts include costs needed to serve the educational needs in the community, support transitional implementation efforts, provide adequate professional development, and streamline services across the region as set forth in the regional plan. **As part of this funding request, \$3 million has been allocated to maintain Consortium sustainability, provide access and capacity, develop alignment of transitions and pathways, and enhance outreach and support services.** The itemized funding to support the region’s efforts in collaborating, planning and implementation can be found in Table 1.3.

Table 1.2: Funding Options for 2015-16

	<i>Option 1¹</i>	<i>Option 2²</i>
Total number of students to be served	19,000	31,000
Funding costs for ABout Students adult schools and colleges	\$ 16,400,000	\$ 27,000,000
ABout Students Consortium: Collaboration, planning and implementation of overarching themes and sub-strategies	\$ 3,000,000	\$ 3,000,000
Total Funding Requested	\$ 19,400,000	\$ 30,000,000

1 - Capacity from 2013-14.

2 - Capacity from 2008-09 at present value

Table 1.3: Funding for Collaboration, Planning and Implementation

Overarching themes and sub-strategies	Funding (\$)
Consortium Sustainability	\$550,000
a. Formalized governance/collaboration	\$100,000
b. Maintenance of consortium structure	\$100,000
c. Student data/accountability system	\$200,000
d. Compatible student data systems	\$ 50,000
e. Professional development and best practices	\$100,000
Access and Capacity	\$1,600,000
a. Course and program offerings	\$800,000
b. 21 st Century technology	\$600,000
c. Personnel resources	\$100,000
d. Facility capacity	\$100,000
Alignment of Transitions and Pathways	\$500,000
a. Articulation agreements and dual enrollment	\$250,000
b. Stackable certificates	\$100,000
c. Student study/transitional plans	\$ 50,000
d. Assessment, curriculum, and performance indicators	\$100,000
Outreach and Support Services	\$350,000
a. Counseling/guidance/mentoring	\$100,000
b. Outreach and promotion of adult education	\$ 50,000
c. Community partnerships and resources	\$ 50,000
d. Regional website	\$ 50,000
e. Collaboration with other consortia	\$ 50,000
Total costs: ABout Students Consortium collaboration, planning and implementation of overarching themes and strategies	\$3,000,000

Objective 1: An Evaluation of Current Levels and Types of Adult Education Programs within the ABout Students Regional Consortium

Overview of services and programs the consortium members and partners are currently providing in the consortium's region and narrative evaluation of their adequacy and quality

The ABout Students Regional Consortium collaborated with all members and current partners to capture a snapshot of current adult education programs and services and to collect data as required by the CoE.

Current Services and Programs Provided by Members

Alvord Unified School District

Covering approximately 30 square miles, Alvord Unified School District (AUSD) serves the western portion of the city of Riverside and a small eastern portion of the city of Corona. Alvord Community Adult School (ACAS) is primarily designed to offer courses for obtaining high school diploma and elementary and secondary basic skills. The classes offered are geared to meet the minimum requirements for graduation. ACAS offers two different learning platforms, an online platform and a traditional classroom setting. Adult learners can also take classes that will prepare them to pass the high school exit exam.

Under the program area of courses for immigrants, ACAS offers beginning English as a second language (ESL) classes to parents of K-12 students. These

courses also inform the adults, mostly parents of AUSD students, about the American educational system helping promote high school graduation rates of the AUSD English learner population. ACAS also offers short-term CTE courses to adults using an online platform and allows them to explore their interests in a technical, trade, or vocational field. Basic computer skills are also taught to parents on accessing the K-12 student information system and to familiarize them on student attendance and academic achievement rates.

ACAS's administration office, basic skills classes and diploma program are all conveniently located on the continuation high school campus, which help facilitates the transitions of non-graduates to the ACAS from both the continuation and comprehensive high schools. Recruitment is done through the guidance department at the local high schools, information flyers and advertisements in local community newspapers. The continuation high school website also provides information on the ACAS including registration, ESL/citizenship class information, and diploma requirements.

Corona-Norco Unified School District

The Corona-Norco Adult School (CNAS) provides literacy services at various sites spanning the Corona-Norco Unified School District (CNUUSD) including elementary, intermediate, and high school campuses, as well as local community libraries and churches to accommodate students located throughout this expansive geographic area. Current course offerings at CNAS include beginning, intermediate, and advanced ESL, adult basic skills, high school diploma, high school equivalency preparation for the General educational Development (GED) and High School Equivalency (HiSET) tests in both English and Spanish, transitions to post-secondary and the workplace, computer skills, and citizenship preparation courses. Survey data are collected and analyzed to determine the educational needs of the population and to drive decisions regarding the quantity and location of adult education classes.

The administration office for CNAS is located on the continuation school campus providing transitional services to high school non-grads. Additional outreach strategies include maintaining an informational school website, delivering program presentations in the community and local schools, distributing informational flyers and pamphlets, and procuring referral agreements with community agencies and organizations.

CNAS has demonstrated exceptional performance by exceeding all California State Educational Functioning Level Completion Rate Goals and Performance Averages as measured by the Comprehensive Adult Student Assessment Systems (CASAS). According to 2012-2013 federal table data, CNAS performance rates averaged a remarkable 63.4% and exceeded state averages by an overall total of 12.7. EL Civics Additional Assessment results have also increased from 1,846 annual passing scores to 1,935 in 2012-2013.

Corona-Norco Adult School offers academic support services through orientations, assessments, and counseling. CNAS is accredited by the Western Association of Schools and Colleges and is an official testing site for Pearson Vue and the Education Testing Service.

Student persistence is monitored using enrollment and attendance information. A school-wide goal of 80% attendance for every student was established after staff members carefully monitored and analyzed attendance patterns in relationship to outcomes. Teachers implemented strategies to enhance student engagement in the classroom and increase persistence rates. As a result, student program completion rates continue to increase steadily.

Jurupa Unified School District

Jurupa Learning Center provides students with a challenging, coherent and relevant curriculum that supports the school's mission statement and Student Learner Outcomes for Jurupa Unified School District.

The small campus is located adjacent to a high school and houses 10 classrooms and a computer lab. The Learning Center's schedule of classes demonstrates a broad range of courses. The current course offerings include:

- Beginning, intermediate and advanced ESL
- English conversation
- Pre-GED preparation
- GED preparation in both English and Spanish
- Fully-accredited high school diploma
- Citizenship

Once registered, students attend an orientation session and complete educational assessments, such as the Test for Adult Basic Education (TABE)

and CASAS. All students must take the CASAS prior to selecting classes/programs. The TABE is only administered to students wishing to enroll in HSD courses or GED program. TABE determines the student's mathematic and language skill level and class placement. Students meet with the counselor or site administrator to review assessment data and register in a level-appropriate program or class.

ESL courses including English Conversation are designed to help students develop their English language skills. CASAS is used to evaluate skill levels of all entering students and their academic growth. ESL students have the option to enroll in ABE, HSD or GED programs after they exit the ESL program. Computer Application classes are designed to introduce students to basic computer applications (Beginning), and prepare them to incorporate technology in their post-secondary or career pathways (Advanced). Citizenship classes prepare students to take and pass the US Citizenship exam and become US Citizens.

Moreno Valley Unified School District

Moreno Valley Community Adult School (MVCAS) is the only adult school located in the Moreno Valley Unified School District (MVUSD) and provides students with a challenging, coherent and relevant curriculum that supports the school's mission statement and Student Learner Outcomes. Through a process of shared ideas and collaboration with all stakeholders, MVCAS staff and administration have identified four focus areas to address the needs of the community:

1. Develop and implement standards based academic programs, an Academic Pathway (AP) to outline pathways a student entering MVCAS can take, and a Transition Action Plan (TAP) to enable students to transition to post-secondary educational institutions and the workforce.
2. Partner with district and comprehensive high school staff to address the dropout and non-graduation rates among high school students in the district.
3. Place strong emphasis on establishing support systems to recruit, retain and address the social, economic and personal needs of all students.
4. Address the fiscal challenges posed by the State of California's current economic situation.

The campus is a stand-alone site and is located adjacent to the March Mountain continuation high school, the on-line academy and the March Valley Opportunity

School for younger students. The main adult school building consists of 8 classrooms, 2 labs (including a Pearson Vue GED lab) and the school's administrative offices. In addition, three portable classrooms are located on site and are available for hosting day/evening adult and concurrent education classes. MVCAS' schedule of classes demonstrates a broad range of courses. The current the course schedule includes:

- Beginning, intermediate and advanced ESL
- English conversation
- Beginning and intermediate adult basic education (ABE) in Language Arts and mathematics
- Pre-GED preparation
- GED preparation in both English and Spanish
- Fully-accredited high school diploma which includes APEX and distance learning programs
- Computer application (beginning and advanced)
- Citizenship

Upon registration, students take part in an orientation session that includes educational assessments, such as the Test for Adult Basic Education (TABE) and CASAS. After assessments are completed, students meet with the counselor or site administrator to review their scores and register in a level- appropriate program or class. All students enrolling at MVCAS must take the CASAS prior to selecting classes or programs. However, the TABE is only administered to students wishing to enroll in high school diploma courses or GED program. TABE determines the student's mathematic and language skill level and class placement. Those who test below a 9th grade level are considered in need of additional academic support and are enrolled in the ABE program to improve their English and/or math skills. Students may select to be re-tested after completing 40 hours of attendance to transition into a different course level or program. Those students who test at a 9th grade level or higher are offered a choice of either entering the GED program or, if they have at least 140 high school credits, of enrolling in the HSD program.

ESL courses including English Conversation are designed to help students develop their English language skills. CASAS is used to evaluate skill levels of all entering students and their academic growth. ESL students have the option to enroll in ABE, HSD or GED programs after they exit the ESL program. Computer

Application classes are designed to introduce students to basic computer applications (Beginning), and prepare them to incorporate technology in their post-secondary or career pathways (Advanced). Citizenship classes prepare students to take and pass the US Citizenship exam and become citizens.

Riverside Unified School District

Riverside Adult School (RAS) is the only adult school in the Riverside Unified School District (RUSD). The school's mission is to provide students the opportunity to gain the necessary skills to enter post-secondary education or the workforce. Basic skills course offerings at RAS include beginning, intermediate and advanced skills in math, language, reading and writing. ESL beginning, intermediate and advanced levels are offered for limited and non-English speakers who are interested in learning how to speak, read, and write English.

RAS maintains articulation agreements with RCCD designed to facilitate a smooth transition from secondary to post-secondary education. Specifically, articulation agreements are held with Riverside City College (RCC) to support students who enroll in certified nursing assistant, medical assistant, beginning computers and medical terminology courses at RAS. Through these agreements, RCC provides credit as well as priority registration consideration for students who receive a "B" or better in these courses.

Despite funding cuts, student achievement continues to be a focus at RAS. The primary indicator of how the school is performing is the number of payment points submitted on a quarterly basis via the Tracking of Programs and Students (TOPSPRO) reporting system which links student learner achievement to CASAS test results.

Online staff development and research-based presentations are available to RAS staff to assist them with student academic and career planning. Staff at RAS regularly review Courses and programs offered are regularly reviewed by staff at RAS to ensure needs of community are continuously being met.

Val Verde Unified School District

Currently, Val Verde USD (VVUSD) does not have an adult school, but they collaborate with Moreno Valley College to maintain and improve current services and to identify current gaps and needs.

Riverside Community College District: Norco College

Norco College (NC) has an active partnership with its sole feeder school district, Corona-Norco Unified School District (CNUSD), through several projects including JFK Middle College High School located on the grounds of the college. A solid infrastructure exists within the CNUSD Adult Education Office allowing this partnership with Norco College to flourish. Norco College offers many programs and services beneficial to the adult education population including: assessment, orientation, career and job placement, counseling and advisement, financial aid, disability resource center, student employment, student activities including student government; and various workshops including career search techniques, campus resources, and pathways to transfer.

Norco College does not offer noncredit courses in the AB 86 programs areas. However, Norco College does offer credit courses (two or more levels below transfer) in two program areas: basic skills and courses for immigrants. Credit basic skills courses are offered in English, math, and reading. Credit courses for immigrants offered through the ESL program include written English (from basic to advanced levels), reading and vocabulary, and oral communication. Lastly, credit CTE certificates leading to gainful employment are also offered in a variety of areas such as desktop publishing, real estate, drafting, manufacturing, early childhood development, engineering technician, retail management, electronics, and many more. Through this regional planning effort, the college is well positioned to expand its offerings into noncredit, apprenticeship, and short-term CTE programs.

Riverside Community College District: Moreno Valley College

Moreno Valley College (MVC) has established partnerships with both MVUSD and VVUSD, to serve the communities within the city of Moreno Valley, the unincorporated area of Mead Valley and part of the city of Perris. Within the two districts, MVUSD is the only one that currently has an adult school, Moreno Valley Community Adult School (MVCAS). Departments within MVC's Students Services, such as Enrollment Services, Student Financial Services, Counseling, Assessment and Outreach, provide services to adult students within these communities. Services provided to adult students include workshops and presentations on college admissions, financial aid, assessment, orientation, and campus tours. MVC also participates in college and career fairs, offers classroom presentations on college orientation, and provides campus tours to Moreno Valley Community Adult School students. MVC collaborates with Moreno Valley

Adult School to provide professional development opportunities for counselors through MVC's Annual Counselor Conference.

Based on the AB 86 adult education definition, MVC offered adult education courses (noncredit) in one program area during 2012-13 school year: elementary and secondary basic skills. Like Norco College, MVC offers credit courses in three of the AB 86 program areas. Credit *basic skills* courses are offered in English, math, and reading in order to provide professional instruction to students to help them bring their skills up to college-level. Credit *courses for immigrants* at MVC are offered through the ESL program in the following content areas: written English (from basic to advanced levels), reading and vocabulary, and oral communication. Credit *short-term CTE* courses at MVC are in areas such as public service, information technology, health science and medical technology.

Riverside Community College District: Riverside City College

Riverside City College (RCC) has existing partnerships with its feeder K-12 districts Riverside USD and Jurupa USD. RCC refers noncredit students to Riverside Adult School (RAS) throughout the school year, particularly when the RCC noncredit classes are closed/full. In collaboration with Jurupa Learning Center, the Rubidoux Annex, and the Riverside Adult School, RCC offers support services to noncredit students. RCC's Vice-President of Workforce & Resource Development is also a member of Riverside USD Adult School Advisory Committee.

RCC provides courses in three of the AB 86 program areas: adult basic education (noncredit and credit), courses for immigrants (credit) and some short-term CTE (noncredit). For the adult basic education services, credit-bearing basic mathematics, English, and reading courses are offered for unprepared (2-3 levels below college level). Courses are offered in a variety of formats (face-to-face, online, hybrid) and in short-term (six or eight weeks) and full-term (16 week) formats. Successful completion of courses (C or better) allows students to advance to the next level in mathematics, English, and reading. Although RCC does not offer any specific courses for immigrants, intermediate and advanced ESL courses focusing on writing and grammar are offered. Lastly, short-term CTE courses are provided by RCC. Only a limited number of noncredit short-term CTE courses were provided in 2012-13 in cosmetology. The majority were credit short-term CTE programs, several of which align with industry certifications

and regional industry sectors. RCC currently offers 36 for-credit, short-term CTE courses/programs; most of which can be completed in one or two semesters.

Riverside Community College District, Office of Economic Development

Riverside Community College District's Office of Economic Development has seven grant-funded centers for workforce training, business development, incumbent worker training, personal and vocational courses, and career training. Classroom training, worksite training, workshops and web-based seminars are offered for displaced workers to retrain for high-demand jobs and for incumbent workers to up-skill for career advancement. Along with classroom training, one-on-one counseling is provided to help business owners to expand opportunities. Their community education department provides affordable vocational and personal development courses for local residents and the senior citizen education program offers personal enrichment and educational training for clients over 55 years of age. Annual conferences are also hosted for clients, professional service providers, and customers to meet, network, and discover. In-bound and out-bound international delegations and technical assistance are also provided to match businesses with global markets, suppliers, and partners.

Cross Collaboration for Adult Education Support Services

ABout Students Consortium Members' relationships help students in academics and support services to transition from adult schools to community colleges, and effectively navigate the college campuses. Activities designed to address transitional objectives include guest speakers from neighboring colleges to inform students about, college assessment, counseling services, and financial aid opportunities. Examples of cross collaboration for adult education support services are as follows:

- CNAS and NC's Outreach Program collaborate in offering CNAS adult learners field trips to NC.
- RCC referral process of noncredit students to RAS throughout the school year.
- RCC collaborates with Jurupa Learning Center, the Rubidoux Annex, and the RAS to offer support services for both adult and noncredit students.
- College and school district faculty collaborate through joint committees and advisory meetings.
- ESL faculty at NC and CNAS have met to share strategies to align coursework and assessment results as well.

Table 2 provides a snapshot of services provided by program area for each consortium member for 2013-14 school year. Programs for adults with disabilities and programs for apprentices were not currently offered by any ABout Students Consortium member. As an overview, courses offered by program area and member organization are reported in Tables 3-5.

Table 2: *About Students Regional Consortium members: Services provided by program area 2013-14*

	<i>Elementary & Secondary Basic Skills¹</i>	<i>Courses for Immigrants¹</i>	<i>Short-term CTE</i>	<i>Programs for Adults with Disabilities</i>	<i>Apprenticeship</i>
Alvord USD	x	x	x	-	-
Corona-Norco USD	x	x	x	-	-
Jurupa USD	x	x	-	-	-
Moreno Valley USD	x	x	-	-	-
Riverside USD	x	x	x	-	-
Val Verde USD	-	-	-	-	-
Moreno Valley CC	x	x	-	-	-
Norco CC	x	x	-	-	-
Riverside CC	x	x	x	-	-

¹ Includes credit (two levels below transfer) and noncredit courses for colleges

Table 3: Adult Basic Elementary and Basic Secondary Skills Courses Offered in 2013-14

School	Courses
Alvord Community Adult School	<ul style="list-style-type: none"> • ABE Beginning • ABE Intermediate • Pre-GED preparation in English and Spanish • GED preparation • High School Diploma
Corona-Norco Adult School	<ul style="list-style-type: none"> • ABE Beginning • ABE Intermediate • Pre-GED preparation in English and Spanish • HSE preparation in English and Spanish • High School Diploma • Hi-SET • GED
Jurupa Learning Center	<ul style="list-style-type: none"> • Pre-GED preparation • GED preparation in English and Spanish • High School Diploma (fully accredited)
Moreno Valley Community Adult School	<ul style="list-style-type: none"> • ABE Beginning and Intermediate in Language Arts • ABE Beginning and Intermediate in Math • Pre-GED preparation • GED preparation in English and Spanish • High School Diploma (APEX and distance learning)
Riverside Adult School	<ul style="list-style-type: none"> • Beginning, Intermediate, Advanced in Math • Beginning, Intermediate, Advanced Language • Pre-GED preparation in English and Spanish • GED preparation in English and Spanish • High School Diploma
Moreno Valley College ¹	<ul style="list-style-type: none"> • Basic skills English • Basic skills math • Basic skills reading
Norco College ¹	<ul style="list-style-type: none"> • Basic skills English • Basic skills math • Basic skills reading
Riverside City College ¹	<ul style="list-style-type: none"> • Basic math • Basic English • Basic reading

¹: Includes college credit courses two levels or more below transfer

Table 4: Courses for Immigrants Offered in 2013-14

School	Courses
Alvord Community Adult School	<ul style="list-style-type: none"> • Beginning ESL • Citizenship
Corona-Norco Adult School	<ul style="list-style-type: none"> • Beginning ESL • Intermediate ESL • Advanced ESL • Citizenship • Transitions to Post-Secondary/Workplace
Jurupa Learning Center	<ul style="list-style-type: none"> • Beginning ESL • Intermediate ESL • Advanced ESL • Citizenship • English Conversation
Moreno Valley Community Adult School	<ul style="list-style-type: none"> • Beginning ESL • Intermediate ESL • Advanced ESL • Citizenship • English Conversation
Riverside Adult School	<ul style="list-style-type: none"> • Beginning ESL • Intermediate ESL • Advanced ESL • Citizenship
Moreno Valley College ¹	<ul style="list-style-type: none"> • Basic Written English • Intermediate Written English • Advanced Written English • Reading • Oral Communication
Norco College ¹	<ul style="list-style-type: none"> • ESL Written English – Basic to Advanced • Reading • Vocabulary • Oral Communication
Riverside City College ¹	<ul style="list-style-type: none"> • Intermediate ESL focused on writing and grammar • Advanced ESL focused on writing and grammar

¹: Noncredit courses not offered. Only college credit courses two levels or more below transfer

Table 5: Short-term Career Technical Education Courses Offered in 2013-14

School	Courses
Alvord Community Adult School	<ul style="list-style-type: none"> • Agriculture
Corona-Norco Adult School	<ul style="list-style-type: none"> • Computer Skills • Vocational Fine Arts • Garment Sewing
Riverside Adult School	<ul style="list-style-type: none"> • Office Occupations • Medical Training
Riverside City College	<ul style="list-style-type: none"> • Cosmetology

Current Services and Programs Provided by Partners

Several key partners have been identified to-date. An initial summary of services and programs provided by them can be found below.

Desert Regional Consortium

The Desert Regional Consortium consists of 13 community colleges and two community college districts in Riverside and San Bernardino counties. It serves as a regional framework to communicate, coordinate, collaborate, promote and plan career and technical education and workforce and economic development in the Inland Empire/Desert Region. The Consortium provides services and assistance to community college faculty, staff and administrators in the Inland Empire. It provides support to individual colleges to design programs and courses that will be used across the region. The Consortium also provides professional development opportunities, disseminated best practices and increases visibility of vocational and technical education, and economic development throughout the region.

International Brotherhood of Electrical Workers (Local Union 440)

The IBEW offers a 5-year apprenticeship program that is on an “*earn while you learn*” basis. While working a full 40-hour work-week to fulfill the requirements for the on-the-job training, apprentices also attend class at the Inland Empire Electrical Apprenticeship and Journeyman Training Center. They are required to attend class 2 nights a week, 3 hours each night for a minimum of 192 classroom hours per school year, and complete 8,000 hours of on-the-job training to fulfill the graduation requirements of the apprenticeship program. During the 5th year of

the apprenticeship they are required to pass the California State certification for a General Electrician. Qualifications for enrollment include a high school diploma or GED, 18 years of age, two semesters of high school algebra or one college semester of algebra, and must receive a qualifying score on the written aptitude test administered by the Electrical Training Trust.

Riverside County Office of Education, Adult Jails

The Riverside County Office of Education operates an adult jail and rehabilitation program under the name Desert Edge School and Testing Center. The school's mission is for students to graduate from the programs well prepared for college and the work force. Instruction, support services and follow-up are provided to students as they change behavior and attitudes. The program has partnered with the Riverside Sheriff's Department for over 30 years to provide educational services, including Career Technical Education, to the Riverside County California adult jail system. RCOE is now part of the Sheriff's Department Inmate Training and Education Bureau. There are five jails widely disbursed over 7,206 square miles providing educational services to 3900 inmates at any given time across all of the jails. One of the jails, located in the ABout Students region - the Robert Presley Detention Center - served 469 inmates in 2013-14, providing them with classroom and experience learning opportunities in computer information systems. Inmates serve varying sentences, therefore a constant flux of inmates both in and out of the jail present a pedagogical challenge to the staff. Desert Edge School also issues high school diplomas under the name Riverside County High School, the official high school of the Alternative Education Unit. In addition, once inmates are released, RCOE provides services at the Day Report Center, which provided services to 105 adults at the Center this past school year.

Riverside County Office of Education, School of Career

The Riverside County Office of Education, School of Career has been providing training in career technical areas for 42 years and is well respected within their business communities. Training is provided at a number of locations within the RCCD boundaries to increase accessibility for potential students. The School offers short-term CTE training courses ranging from 5 to 14 months, mainly in the medical fields. Areas of training include certified nursing assistant, RDA, medical assisting clinical, medical assisting administrative, emergency medical technician and pharmacy tech.

Riverside County Department of Public Social Services

The Riverside County Department of Public Social Services (DPSS) provides mandated welfare-to-work services for recipients of the state's CalWORKS program (state TANF program). The goal of the program is to help their customers become self-sufficient by providing a variety of services including job search, job readiness and life skills workshops to help them obtain and retain employment. DPSS contracts with 12 adult schools and 1 community college throughout Riverside County for standard adult education courses such as: adult basic education, GED certificate, high school diploma and ESL. Specifically within the ABout Students Consortium, DPSS contracts with: Corona-Norco USD, Moreno Valley USD, and Riverside USD. They are located in the service area of Riverside (La Sierra), Riverside (Jurupa), Moreno Valley, Perris, and Norco DPSS offices. These contracts cover some limited vocational courses. DPSS does not contract with RCCD colleges, however, they work closely with their on-campus CalWORKs offices to assist mutual customers/students. DPSS also has designated liaison staff for all the community colleges and adult schools, and they meet quarterly to resolve any administrative or program issues.

Workforce Investment Board

The Riverside County Workforce Investment Board (WIB) provides oversight over the local Workforce Investment System under Title I of the Workforce Investment Act (WIA). The WIB acts as a catalyst to provide seamless services among various workforce programs, and provides community leadership around workforce issues through their comprehensive one-stop career centers, the Riverside County Workforce Development Centers. Operated by the Riverside County Economic Development Agency's Workforce Division, these centers are the hub of the county-wide service delivery for workforce/education/business services. Two of the One-Stop Career Centers, located in Riverside and Moreno Valley, are within the ABout Students Region. Workforce funds allocated to Local Boards support the job training, placement, and business services delivered through the One-Stop Career Centers. Through partnerships with other local, state and federal agencies, education and economic development organizations, these Centers provide access to jobs, skill development, and business services vital to the social and economic well-being of Riverside County communities. The WIB also provides oversight for the Workforce Investment Act Title I Workforce Investment Systems program.

The WIB also has existing MOUs with the following Consortium members and partners: Riverside Unified School District (Adult education and literacy activities authorized under WIA Title II) and Riverside Community College District (Postsecondary vocational education activities authorized under the Carl D. Perkins Vocational and Applied Technology Education Act) to offer their program's core services through WIB centers. Existing partnerships also exist with the WIB's Regional Committees and Board. Representatives from NC, RCC and the Riverside County Office of Education are members of the Workforce Investment Board and/or the WIB's Regional Committees.

Analysis of Member Organizations' Data

As required by the AB 86 CoE, data were obtained from all ABout Students Regional Consortium members to assess current levels and types of adult education programs offered in the region. All member organizations were asked to submit the required data as noted in the CoE. Required data for members can be found in Tables 1.1A, 1.1B, 1.2 and 2.0 submitted as a separate document. Students under 18, contract education or programs that are 100% fee-based are not included in these data. Data from RCCD include courses that are two or more levels below transfer for basic skills and courses for immigrants.

Elementary and Secondary Basic Skills

As noted in Table 6 and using the AB 86 definitions of adult education course offerings, the program area serving the largest number of students in the ABout Students Consortium region in 2013-14 was under the Elementary and Secondary Basic Skills program area (14,178). This includes enrollment in adult schools, **noncredit** RCCD courses and **credit** courses at RCCD two or more levels below transfer. Some of the key points from the data were:

- The region experienced an 17% decrease in elementary and secondary basic skills course enrollment between 2008-09 and 2013-14.
- Total enrollment in noncredit elementary and secondary basic skills course offerings decreased by 46% across the region between 2008-09 and 2013-14. Total enrollment in credit elementary and secondary basic skills course offerings two or more levels below basic at the colleges increased by 8% between 2008-09 and 2013-14.
- Five adult schools (K-12 districts) had a reduction in enrollment between 2008-09 and 2013-14 school year. Significant declines can be noted in enrollment across some of the adult schools between 2008-09 and 2013-14 including: Moreno Valley USD (-70%) and Riverside USD (-68%).

- The largest providers of noncredit basic skills courses were Corona-Norco USD (1,093) and Moreno Valley USD (952), Moreno Valley College (740), and Riverside USD (692) during the 2013-14 school year. The largest provider of credit courses was Riverside City College (4,378) (See Table 6).

Significant declines can be noted in enrollment across some of the adult schools between 2008-09 and 2013-14 including: Moreno Valley USD (-70%) and Riverside USD (-68%) (Table 6). MVUSD experienced an enrollment decline due to a decrease in funding impacting the number of course offerings and teaching/support staff. Similarly in CNUSD, when K-12 funding was reduced, the K-12 system's response to meeting budget challenges was to cut Tier III categorical adult education funds. Hence, reduction in funding sources caused a reduction in both course offerings and instructional hours. RCC and MVC also had enrollment in **noncredit** basic skills. For RCC the percent change between 2008-09 and 2013-14 is high (387%), however, enrollment was significantly lower in 2008-09. Moreno Valley College had an increase in enrollment in **noncredit** elementary and secondary basic skills courses from 521 to 740 between 2012-13 and 2013-14. A total of 9,813 students were enrolled these **credit** courses across all three campuses during the 2013-14 school year. This exhibits a slight increase of 8% from 2008-09 school year.

Table 6: Elementary and secondary basic skills enrollment: About Students Regional Consortium member data (as of 10/15/2014)

Member	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14	% Change 08-09/13-14
Alvord USD	39	25	22	-44%
Corona-Norco USD	1448	1014	1093	-25%
Jurupa USD	1130 ¹	462	608	-46%
Moreno Valley USD	3166	1233	952	-70%
Riverside USD	2196	1832	692	-68%
Val Verde USD	0	0	0	--
Moreno Valley College				
Credit ²	2319	2168	2739	18%
Noncredit	0	521	740	--
Norco College				
Credit ²	2553	2736	2696	6%
Noncredit	0	0	0	--
Riverside City College				
Credit ²	4236	4628	4378	3%
Noncredit	53	527	258	387%
Total Noncredit	8032	5614	4365	-46%
Total Credit ²	9108	9532	9813	8%
Total Credit and Noncredit	17140	15146	14178	-17%

¹ Approximate enrollment based on an average decrease across all regional adult schools

² College credit courses two or more levels below transfer

Table 7 reports a comparison of enrollment and ADA/FTES across two school years. The three adult schools with the highest ADA rate in the 2013-14 were Corona-Norco, Moreno Valley and Riverside Adult Schools (Table 7). FTES was highest at RCC.

Table 7: Elementary and secondary basic skills ADA and FTES: About Students Regional Consortium member data (as of 10/15/2014)

Member	Enrollment 12-13	ADA/FTES 12-13	Enrollment 13-14	ADA/FTES 13-14
Alvord USD	25	9.06	22	7.95
Corona-Norco USD	1014	90.56	1093	109.78
Jurupa USD	462	69.15	608	77.19
Moreno Valley USD	1233	164.51	952	120.26
Riverside USD	1832	274.0	692	105.00
Val Verde USD	0	0	0	0
Moreno Valley College ¹				
Credit	2168	462.18	2739	660.8
Noncredit	521	7.25	740	80.43
Norco College				
Credit ¹	2736	610.61	2696	621.61
Noncredit	0	0	0	0
Riverside City College				
Credit ¹	4628	953.54	4378	988.3
Noncredit	527	13.33	258	9.69

¹ College credit courses two or more levels below transfer

Courses for Immigrants

The second largest program area in terms of enrollment was courses for immigrants (Table 8). When including **credit** courses two or more levels below transfer for RCCD, a total of 4,135 unduplicated students were enrolled across the region for both credit and noncredit courses in ESL, citizenship and workforce preparation during the 2013-14. Some of the key points from the data were:

- The region experienced a 56% decrease in course enrollment between 2008-09 and 2013-14.
- There was a 64% decrease in noncredit course enrollment (ESL, citizenship, civics) between 08-09 and 13-14. While enrollment in credit courses course increased 133%, enrollment numbers were significantly smaller than in noncredit courses. Enrollment in credit courses for immigrants (citizenship, ESL, workforce) increased from 412 to 959 between the same time period.

- Riverside Adult School experienced the greatest decrease (92%) in enrollment between 08-09 and 13-14. In 2008-09 nearly 4,998 students were enrolled in RAS. By 2013-14 enrollment was only 424.

Several member organizations experienced significant declines between 2008-09 and 2013-14 school years including Riverside USD (-92%), Alvord USD (-79%), and Corona-Norco USD (-47%). The decreases within AUSD and RUSD were a direct result of the local budget restrictions imposed upon the program as a result of Tier II Flexibility. The funding losses meant significantly fewer class offerings for immigrants during the year. All RCCD campuses all experienced an increased in ESL credit enrollment between 2008-09 and 2013-14, however, enrollment was lower at all RCCD campuses when compared to adult schools.

Table 8: Classes for Immigrants enrollment: ABout Students Regional Consortium member data (as of 8/25/2014)

Member	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14	% Change 08-09/13-14
Alvord USD	275	61	58	-79%
Corona-Norco USD	2780	1472	1614	-42%
Jurupa USD	1050 ¹	462	340	-68%
Moreno Valley USD	875	635	740	-15%
Riverside USD	4998	1421	424	-92%
Val Verde USD	0	0	0	0
Moreno Valley College Credit ²	117	237	250	114%
Norco College Credit ²	92	175	177	92%
Riverside City College Credit ²	203	593	532	162%
Total Noncredit	9978	4047	3176	-68%
Total Credit ²	412	1005	959	133%
Total Credit and Noncredit	10390	5052	4135	-60%

¹ Approximate enrollment based on an average decrease across all regional adult schools

² Includes college credit courses two levels or more below transfer

Table 9 reports a comparison of enrollment and ADA/FTES across two school years. During the 2013-14 school year, Corona-Norco Adult School and Moreno Valley Adult School had the highest ADA rates among all adult schools (Table 9). RCC had the highest FTES (89.48) of all three RCCD campuses.

Table 9: Classes for Immigrants enrollment and ADA/FTES: ABout Students Regional Consortium member data (as of 10/15/2014)

Member	Enrollment 12-13	ADA/FTES 12-13	Enrollment 13-14	ADA/FTES 13-14
Alvord USD	61	11.79	58	11.53
Corona-Norco USD	1472	212.28	1614	252.26
Jurupa USD	462	69.15	340	137.31
Moreno Valley USD	635	133.64	740	184.68
Riverside USD	1421	263.0	424	104.0
Val Verde USD	0	0	0	0
Moreno Valley College ¹ Credit ESL	237	44.81	250	49.98
Norco College Credit	175	43.99	177	40.35
Riverside City College Credit	593	122.32	532	89.48

¹ Includes college credit courses two levels or more below transfer

Short-term Career Technical Education

During the 2013-14 school year, a total of 343 students were enrolled in **noncredit short-term** CTE courses, a decrease of 87% since 2008-09 (Table 10). Corona-Norco USD and Riverside USD experienced a significant decline in enrollment in short-term CTE courses between 2008-09 and 2013-14, 87% and 72%, respectively. Again, the significant reduction at CNUSD and RUSD was due to local funding decreases resulting in the elimination of most programs. During FY 2013-14 the only programs remaining at RUSD were office occupations and medical training programs and at CNUSD were computer skills, vocational fine arts and garment sewing. The two other members offering noncredit short-term CTE were AUSD and RCC, however they were very limited in scope. Data collected from Riverside USD depict even greater declines in short-term CTE enrollment: 98% decline between 2008-09 and 2013-14. Corona-Norco USD, however had an increase in the number of students enrolled in

2013-14 when compared to 2012-13; however, enrollment is substantially less than in 2008-09 (73%).

While the focus of the short-term CTE program area for AB 86 is noncredit course offerings, the region's colleges offer considerable credit short-term CTE programs. Credit short-term CTE courses/programs not only provide a great benefit to students but also prepare students for the regional and local workforce. Additionally, for-credit short-term CTE courses provide entry-level job skills and training necessary for job promotions and career changes. In Riverside County, where the unemployment rate is currently at 11% and where 17.5% of the population is below poverty level (U.S. Census Bureau), these courses and/or programs are vital.

Credit short-term CTE courses/programs not only provide great benefit to students, but accomplish much in preparing a 21st century workforce. For-credit short-term CTE courses/programs provide vital entry-level skills and job upgrade training which is otherwise absent from other general education programs of study. When properly aligned with high employment potential and regional industry sectors, completing a for-credit short-term CTE course/program often results in earning an industry certification that is directly related to employment potential. As such, the Consortium felt it key to provide data for credit short-term CTE courses. RCCD colleges offer approximately 50 such for-credit short-term CTE courses/programs. Most of these programs can be completed in one or two semesters. At the community colleges, 26,129 students enrolled in credit short-term CTE courses (Table 10).

Table 10: Short-term career technical education enrollment: About Students Regional Consortium member data (as of 10/20/2014)

Member	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14	%Change 08-09/13-14
Alvord USD	18	9	7	-61%
Corona-Norco USD	867	111	236	-73%
Jurupa USD	0	0	0	
Moreno Valley USD	0	0	0	
Riverside USD	1799	495	29	-98%
Val Verde USD	0	0	0	--
Moreno Valley College Noncredit	0	0	0	
Norco College Noncredit	0	0	0	
Riverside City College Noncredit	56	55	71	27%
Total	2740	670	343	-87%

Table 11 provides ADA/FTES for enrollment in short-term CTE programs.

Table 11: Short-term career technical education enrollment and ADA/FTES: About Students Regional Consortium member data (as of 10/15/2014)

Member	Enrollment 12-13	ADA/FTES 12-13	Enrollment 13-14	ADA/FTES 13-14
Alvord USD	9	.18	7	.68
Corona-Norco USD	111	1.48	236	1.99
Jurupa USD	0	0	0	0
Moreno Valley USD	0	0	0	0
Riverside USD	495	229	29	7.0
Val Verde USD	0	0	0	0
Moreno Valley College				
Credit	7765	1926.43	5707	1631.27
Noncredit	0	0	0	0
Norco College				
Credit	5400	1137.08	5460	1216.26
Noncredit	0	0	0	0
Riverside City College				
Credit	12964	2903	13210	4031.8
Noncredit	55	5.38	71	7.71

Program for Adults with Disabilities

During the 2008-09 school year, only Riverside Adult School offered a program for adults with disabilities. By 2013-14, the program had been eliminated. Currently, there are no educational programs offered in the region.

Table 12: Programs for adults with disabilities enrollment: ABout Students Regional Consortium member data (as of 7/11/2014)

Member	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14	%Change 08-09/13-14
Alvord USD	0	0	0	
Corona-Norco USD	0	0	0	
Jurupa USD	0	0	0	
Moreno Valley USD	0	0	0	
Riverside USD	618	41	0	-100%
Val Verde USD	0	0	0	
Moreno Valley College	0	0	0	
Norco College	0	0	0	
Riverside City College	0	0	0	
Total Noncredit	618	41	0	-100%

Program for Apprentices

There were no apprenticeship programs offered by ABout Students member organizations.

Analysis of Partner Organizations' Data

As required by the AB 86 CoE, initial data were obtained from ABOUT Students Regional Consortium partners identified as adult education service providers. Partners were asked to submit the required data as noted in the CoE. Required data collected-to-date for consortium members can be found in Tables 1.1A, 1.1B, 1.2 and 2.0 submitted as a separate document. Students under 18, contract education or programs that are 100% fee-based are not included.

Two current ABOUT Students Consortium partners were identified as adult education providers in the region: RCCD's Office of Economic Development, Riverside County Office of Education's Adult Jail and the International Brotherhood of Electrical Workers (IBEW). Data were provided and are found in Table 13. For the elementary and secondary basic skills program area, RCOE's Adult Jail and RCCD's Office of Economic Development provided services. Students were also enrolled short-term CTE courses at RCOE's Adult Jail and RCCD (partial fee-based). IBEW has enrolled individuals in their electrical apprenticeship program. No courses were provided by any of the partners under the classes for immigrants and adults with disabilities program areas.

Table 13: ABOUT Students Regional Consortium partner data enrollment: Unduplicated enrollments by program area (as of 10/20/2014)

Elementary & Secondary Basic Skills	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14
RCOE: Adult Jail ¹	656	200	200
RCCD: Office of Economic Development	142	94	944
Total	798	294	1144
Short-Term CTE	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14
RCOE: Adult Jail ¹	266	163	163
RCCD: Office of Economic Development ²	1202	1964	3677
Total	3868	2127	3840
Apprenticeships	Enrollment 08-09	Enrollment 12-13	Enrollment 13-14
IBEW Local Union 440	172	163	251
Total	172	163	251

¹ RCOE: Adult Jail data for 2012-13 is the same for 2013-14 because of the "Hold Harmless" and "Maintenance of Effort" grants which are for the two years following 2012-13

² Not-for-credit, partial fee-based

Objective 2: An Evaluation of Current Needs for Adult Education Programs within the ABout Students Regional Consortium

Description and assessment of current needs for each program area, including needs that are currently unmet.

To address objective 2, demographic data were collected from the California Department of Education DataQuest system, the US Census, the National Center on Education Statistics, California Community Colleges Chancellor's Office Data Mart system, and Riverside Economic Development Agency.

Overview and Description of Region

Riverside County spans nearly 7,300 square miles and has a population of 2,292,507 (US Census, 2013). Its western region is home to the majority of county residents, with more than 800,000 people living in the cities of Riverside, Moreno Valley, Corona, Norco, Eastvale and Jurupa Valley, as well as the unincorporated areas of Mead Valley, Highgrove and Home Gardens. The most populous cities in the region are Riverside and Moreno Valley. Corona, Eastvale, Jurupa Valley, Moreno Valley, and Riverside each experienced slight population growth in the last year, with the city of Eastvale growing the fastest, according to the California Department of Finance. Riverside County is projected to grow by 200% in the next 40 years (Riverside County Workforce Investment Board, 2013). The majority of growth is expected in the Hispanic population. Eighty percent of the growth is expected to be a result of a natural increase, while the remaining 20% is attributed to immigration.

Sharp demographic contrasts exist within the ABout Students Regional Consortium area related to poverty and education levels. The consortium communities with the highest levels of poverty are: Mead Valley (25.1%); Home Gardens (21.2%); Moreno Valley (19.6%) and Highgrove (19.3%), higher than the county poverty level of 15.6% (U.S. Census American Community Survey, 2008-12) (Table 14). The city of Perris is included in Table 14, since one of the member districts serves students within the city limits.

Riverside County has a 15.6% poverty rate similar to state average (15.3%). Within the ABout Students Consortium Region, Corona-Norco USD had the lowest poverty rate in the region at 6.7% and Moreno Valley USD region had the highest with 16.4%. Riverside County Department of Public Social Services reports that within Riverside County, 32,784 families are served under the Greater Avenues through Independence (GAIN) program, deeming them eligible for public assistance. Of these families, 61% are Hispanic.

Table 15 presents data public school district geography based on the US Census American Community Survey as reported by the National Center for Education Statistics. Based on these data, the unemployment rate ranged from 10.2% for the Corona-Norco USD geographic area to 17.2% for the Val Verde USD geographic area. All areas had higher levels than current county (8%) and state (7.1%) unemployment rates (May 2014).

Many western Riverside County residents are attending some college but not necessarily finishing college programs to propel them to higher paying jobs (The Planning Center, 2012). A recent Employment Development Department report on Riverside County reported that 20% of adults countywide are illiterate, and 20.7% of adults over the age of 25 do not have a high school diploma (or equivalent), slightly higher than the 19% reported for the state (US Census, 2012). Educational attainment varied between the district geographic areas. In the Corona-Norco and Riverside USD geographic areas, approximately 18% of the population over the age of 25 has less than a high school diploma (or high school equivalency). Alvord USD, Jurupa USD, Moreno Valley USD, and Val Verde USD geographic areas had even higher percentages of individuals over the age of 25 with less than a high school diploma ranging from 24% to 32%. These percents were higher than the county and state levels (21% and 19% respectively).

Table 14. Population size, poverty, and annual household income by city/unincorporated areas.

City/Unincorporated	Population Size ³	Poverty ⁴	Annual Household Income (\$)
Corona	159,503	15,790 (9.9%)	27,200
Eastvale	55,191	1,987 (3.6%)	109,841
Highgrove ²	3,988	NA ⁵ (19.3%)	39,045
Home Gardens ¹	11,570	NA ⁵ (21.2%)	61,774
Jurupa	98,030	15,783 (16.1%)	55,516
Mead Valley ¹	18,510	NA ⁵ (25.1%)	43,226
Moreno Valley	201,175	39,430 (19.6%)	55,872
Norco	26,966	2,670 (9.9%)	82,074
Perris	72,326	20,396 (28.2%)	46,435
Riverside	316,619	55,408 (17.5%)	56,403
County	2,292,507	357,631 (15.6%)	57,096
State	38,332,521	5,864,876 (15.3%)	61,400

Data Source US Census Bureau

¹ Population as of 2010 US Census Data

² Data Source: www.city-data.com

³ 2013 Census Data

⁴ 2008-12 Census Data

⁵ NA = Not available

Table 15: Percent Unemployment, poverty and education by district geographic region.

District	Population Unemployed ¹ (%)	Poverty ² (%)	Less than HS Graduate ³ (%)
Alvord USD	7,488 (14.1%)	9,526 (12.1%)	17,073 (27.9%)
Corona-Norco USD	13,225 (10.2%)	12,722 (6.7%)	28,232 (18.2%)
Jurupa USD	8,022 (17.0%)	8,764 (12.2%)	18,201 (32.6%)
Moreno Valley USD	9,819 (13.1%)	19,181 (16.4%)	22,363 (24.9%)
Riverside USD	13,121 (11.1%)	27,347 (14.6%)	26,523 (18.6%)
Val Verde USD	5,935 (17.2%)	6,741 (14.1%)	13,791 (32.2%)
County	8% ⁴	15.6%	20.7%
State	7.1% ⁴	15.3%	19.0%

Data source: National Center for Education Statistics via American Community Survey 2007-11

¹ Data are calculated from the Civilian Labor Force total population.

² Numbers are calculated from population that is 16 years of age or older

³ Numbers are calculated from population that is 25 years of age or older

⁴ Unemployment rate, May 2014

Countywide, 22% of residents are foreign-born (US Census, 2012). Riverside USD had the lowest rate of foreign-born residents (20.7%). All others had higher levels than the county ranging from 24.7% (Corona-Norco USD) to 30.7% (Alvord USD) (US Census Data, 2012). A language other than English is spoken in 39.9% of the homes in Riverside County. Alvord USD (24.6%) and Jurupa USD (25%) geographic areas had the highest percent of residents who speak English less than “very well” (Table 16).

Table 16. Percent of foreign-born and English-speaking ability by district geographic region

School District	Foreign Born	Speak English Less than "Very Well" ¹
Alvord USD	32,687 (30.7%)	24,128 (24.6%)
Corona-Norco USD	62,232 (24.7%)	37,103 (15.6%)
Jurupa USD	26,650 (27.36%)	22,372 (25.0%)
Moreno Valley USD	41,657 (25.3%)	28,569 (18.8%)
Riverside USD	50,202 (20.7%)	31,951 (14.2%)
Val Verde USD	19,751 (25.1%)	23,609 (16.6%)
ABout Students Region	NA	160,319 (18.4%)
County	(22%)	-
State	10,042,600 (27.2%)	6,792,120 (19.7%)

Data Source: American Community Survey, 2007-2011 profile

¹ Population 5 years and over who speak English less than "very well"

² NA = Not available

Many barriers exist that limit full participation of people with disabilities in the workforce. Since the American Community Survey (ACS) replaced the long form as a source for small area statistics, there is no disability data in the US Census from 2010. The ACS however collects data on six types of disabilities: vision, hearing, ambulatory, cognitive, self-care, and independent living. At the national level, approximately 9.9% of 16 to 64 year olds (non institutionalized) had a disability (2009). Data are similar to that of the Riverside County (9.2) for 18-64 year olds (Table 17). Disabilities related to cognitive difficulties (3.9%), ambulatory difficulty (4.7%) and independent living difficulties (3.5%) were identified more frequently across the county (Table 17). Countywide, approximately, 63.6% of non-institutionalized 18-64 year olds with a disability did not work, 17.4% worked full-time year round, and 19.3% worked less than full-time year round (US Census 1 –Year Estimates, 2012).

Adults aged 21 to 64 with disabilities typically earn less than those without disabilities. The median monthly earnings for people with any kind of disability is \$1,961 compared with \$2,724 for those with no disability. People with severe disabilities have median monthly earnings of \$1,577, while those with non-severe disabilities have median monthly earnings of \$2,402. (U.S. Census Bureau, 2010).

Table 17: Residents in Riverside County with a disability between ages of 18-64 years of age

Disability	Number of Residents	Percent
Hearing difficulty	22,879	1.7
Vision difficulty	19,995	1.5
Cognitive difficulty	52,112	3.9
Ambulatory difficulty	63,904	4.7
Self-care difficulty	24,636	1.8
Independent living difficulty	47,071	3.5
Total county population with disability (18-64 years)	123,638	9.2
Total county population (18-64 years)	1,346,223	
Data Source: US Census Data: American Community Survey 1-Year Estimates 2012		

Labor Market Details

According to the Bureau of Labor Statistics, of the 20 fastest growing occupations, 14 require an associate degree or less. Of the 20 occupations with the largest numbers of new jobs projected for 2020, 18 require on-the-job training, an associate degree or a postsecondary credential (Bureau Department of Labor, 2012-13 Edition). Research demonstrates that participation in skills-training programs increases wages and earnings, raises the probability and consistency of employment, and leads to work in higher-quality jobs. (Maguire et al., 2009). In fact, 27% of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor degree recipient (Symonds, Schwartz, & Ferguson, 2011).

Riverside County's labor force has been organized into six strategic industries as part of the Riverside County Local Strategic Workforce Plan for Program Years 2013-17. Below are the six industries with employment growth that occurred between 1992 and 2012 (Riverside County Workforce Investment Board, 2013):

1. Healthcare (152.4%);
2. Professional and Business Services, (90.9%);
3. Utilities including electric power, natural gas, steam supply, water supply (25.9%);
4. Infrastructure (engineering construction), (35.6%);
5. Renewable Energy (38.6%); and
6. Logistics (the process of moving goods and services including transportation and international trade), (187.9%).

According to a 2012 labor market study by the Centers of Excellence in partnership with the California Community Colleges of the Inland Empire and Desert Region, which includes western Riverside County, significant growth is projected through the current year in home **health care services**. This slice of the health care has seen the largest employment gains, followed by workers in nursing care facilities and administrative workers in doctors' offices. Success in college training for these jobs begins with adequate proficiency in basic academic and language skills to connect adult education population to these jobs. These include personal and home care aides, home health aides, dental hygienists, dental assistants and medical assistants (Centers of Excellence, 2012).

Within the growing trade sector that includes **wholesale and retail companies** such as grocery stores and department stores, many jobs do not require formal education. On-the-job training is helpful in some of these positions, however. The largest growing positions include retail salespersons, stock clerks and order fillers, cashiers, sales representatives (wholesale and manufacturing), customer service representatives, material movers and pharmacy technicians. Some of the fastest job hiring is occurring in the areas of customer service representatives, pharmacy technicians, food preparation workers, sales representatives (wholesale and manufacturing) and sales managers. A third sector area of **transportation and warehousing** also shows great potential for growth. Many jobs in this sector do not require formal education. Some of the largest growth in jobs is expected for truck drivers, material movers, industrial truck and tractor operators, stock clerks and order fillers. Travel clerks and reservation and transportation ticket agents also have been tagged as fast growing in the region. (Economic & Workforce Development, 2012).

U.S. Bureau of Labor Statistics data compiled by the California Employment Development Department reveal a few fast-growing occupations that stand out for their short-term on the job training and requirement of some college work, but no degree or certificate, or less. Some of these overlap with the regional labor market profile data compiled through the California Community Colleges (See Figure 2).

Figure 2: Fast Growing Occupations Requiring Short-term Job Training, Some College but no Degree/Certificate

Home Health Aides	Automotive and Watercraft Service Attendants
Personal Care Aides	Heavy and Tractor-Trailer Truck Drivers
Pharmacy Aides	Laborers and Freight
Nonfarm Animal Caretakers	

According to the April 2014 Inland Empire Quarterly Economic Report by the Inland Empire Economic Partnership, the lower-paying industries with the largest average job growth for 2012 and 2013 included social assistance, up 11,058 positions, and eating & drinking, which added 5,750 jobs. In the “blue collar group,” logistics added 8,817 positions, and construction created 6,733.

The Inland region is expected to see a growth in jobs in **renewable energy or “clean technology” related to the transportation sector**, and to continue its specialty in **manufacturing and recycling**, according to research related to Economic and Workforce Development through the California Community Colleges “Doing What Matters for Jobs and the Economy” (Koehler, 2014). When looking at regions beyond Riverside County, occupations with the fastest job growth for the Riverside-San Bernardino County areas are: biomedical engineers, home health aides, veterinary technologists and technicians, marriage and family therapists, and emergency medical technicians and paramedics (Beacon Economics, 2013).

- In Riverside, the county seat and largest of the county’s western cities, the most popular industry is education and health services, employing more than 30,000 people. This is followed by jobs in the trade, transportation

and utilities industries, and then manufacturing jobs (County of Riverside Economic Development Agency, 2010).

Industrial properties in the Riverside-San Bernardino region have seen increased demand in recent years, with the city of Moreno Valley housing newly-expanded distribution warehouses, and the city of Riverside opening a new high-tech and environmentally-friendly distribution center in 2013. Despite bright spots in the region's labor market outlook, between 1990 and 2011, the average annual wage in Riverside County has remained lower than the state average and less than all neighboring counties, including San Bernardino, Los Angeles, San Diego and Orange (U.S. Bureau of Labor Statistics, 2011). In 2012, the average annual wage in the county was \$39,105 across all industries.

Like the rest of the country, Inland Southern California continues to move forward with economic recovery, according to data compiled by Beacon Economics' Riverside/San Bernardino Economic Forecast (2013). It is key to remember that the Inland region was among the hardest hit during the recent economic downturn.

Housing is relatively affordable in Riverside County compared to many parts of the neighboring counties of Los Angeles, Orange, and San Diego. Over time, forecasters expect moderately-priced homes to draw a well-educated younger population to the city of Riverside and surrounding communities from more expensive coastal cities. (County of Riverside Economic Development Agency, 2010). But rising demand for moderately-priced homes may strain the existing infrastructure that supports growth in the housing sector.

The Riverside-San Bernardino-Ontario Metropolitan Statistical Area had the eighth-longest mean travel time to work nationwide in 2009, with an average of 30 minutes travel time to the office (U.S. Census, Commuting in the United States: 2009). Sixty percent of western Riverside County residents commute outside of the county to work, according to the Western Riverside Council of Governments (WRCOG). This imbalance leads to such undesirable consequences as greater cost to provide adequate transportation infrastructure, more air pollution, less time spent on community activities, and less non-residential tax revenue that is needed for local services.

This snapshot of Riverside County reveals a region defined by appealing moderate housing prices and a promising gradual decline in unemployment, but

challenged with stubbornly low wages across industries, long commutes and middling educational attainment.

Overview of Member Districts

The ABout Students Regional Consortium member K-12 school districts had a combined enrollment of 189,964 students (2012-13); nearly 45% of Riverside County’s K-12 population. Four of the Consortium’s six member K-12 school districts have higher percents of English Learners than county (20.1%) and state (21.6%) averages. Within the consortium region, English language learners are the most concentrated in the Alvord (40.8%) and Jurupa (35.7%) USDs. Five of the six K-12 school districts had higher percents of free or reduced price meals than the county (63%) and state (58%) average. Table 18 provides reports data by school district for enrollment, English Learners, and free and reduced lunch. The annual dropout rate (percent of dropouts in a single year) ranges from 1.4 to 4. Four of the districts (Alvord, Jurupa, Moreno Valley, Riverside) had higher annual dropout rates than the county average (3.1) in 2012-13.

Table 18: Demographic data by ABout Students Regional Consortium Member K-12 Districts: 2012-13

District	Enrollment	English Learners	Free or Reduced Price Meals
Alvord USD	19,634	8,013 (40.8%)	14,775 (77.7%)
Corona-Norco USD	53,437	6,710 (12.6%)	22,827 (43.6%)
Jurupa USD	19,577	6,998 (35.7%)	14,128 (73.9%)
Moreno Valley USD	34,924	7,670 (22.0%)	27,663 (81.3%)
Riverside USD	42,560	6,610 (15.5%)	26,610 (64.4%)
Val Verde USD	19,832	4,904 (24.7%)	16,043 (82.9%)
County Total	425,968	85,783 (20.1%)	259,889 (62.6%)
State Totals	6,226,989	1,346,333 (21.6%)	3,509,407 (58.0%)

Data source: DataQuest: <http://data1.cde.ca.gov/dataquest/>

The following are data for each consortium member.

Alvord Unified School District offers educational opportunities to 19,634 students in 14 elementary schools, 4 middle schools, and 4 high schools within Riverside and unincorporated regions. Minority students represent 90% of the population, 78% being Hispanic. Forty-one percent of Alvord's students are English learners. During the 2012-13 school year, 77.7% of students were eligible for free/reduced lunch meals. The cohort dropout rate was 10.1% in the district but it was slightly higher among English learners (13.6%), special education (16.1%), and socioeconomically disadvantage (11.3%) students.

Corona-Norco Unified School District serves a geographic area of 150 square miles in the cities of Corona, Norco, and Eastvale. Additional unincorporated communities served by CNUSD include Lake Matthews and Home Gardens. CNUSD, the largest school district in Riverside County, served 53,437 students in 2012-13. The district is made up of 29 elementary schools, 8 intermediate schools, 2 K-8 academies, 7 comprehensive high schools, 2 alternative schools, and 1 adult school. Minority students total 70.5% of the student population with 51.6% being Hispanic. The percentage of socioeconomically disadvantaged students enrolled in CNUSD is 43.6% based on students eligible to receive free/reduced lunch meals. DataQuest reported CNUSD having a cohort dropout rate of 5%, however, cohort dropout rate was higher among English learners (17.4%), special education (7.3%) and socioeconomically disadvantaged (7.5%) students during the 2012-13 school year.

The Corona-Norco Adult School serves approximately 3,200 students annually. Based on student reported registration information, the adult school student population is 59% female and 41% male. The age distribution of the student population is 17.7% between the ages of 18-21, 21.8% between the ages of 22-29, and 21.6% between the ages of 30-39, 19.4% between the ages of 40-49, and 19% are over 50. English is the primary language spoken by 26% of the adult school population while 74% of students speak another language other than English as their primary language. Of the adult school population, 50.7% of enrolled student are unemployed, 38% are employed and 11.3% are not in the workforce. The primary goal of the student population, over 70%, is to get a job or get a better job. Adult school students report that 52% have children in the K-12 schools who receive free or reduced lunch meals. Public assistance is provided to 22.3% of the adult student population.

Jurupa Unified School District served 19,577 students in 16 elementary schools, 8 secondary schools, and 2 alternative learning centers spanning 43.5 square miles during the 2012-13 school year. Minorities represent 88% of the student population, with Hispanic students representing 83% of enrolled students. Thirty-six percent of JUSD students were designated English learners. Nearly 74% of the student population was eligible for free/reduced lunch meals during the 2012-13 school year. According to DataQuest, JUSD has a cohort dropout rate of 12.9%. Cohort graduation rates for English learners (25.1%), special education (15.4%) and socioeconomically disadvantaged (14.2%) were higher than the district.

Moreno Valley Unified School District served 34,924 students during the 2012-13 school year. With 23 elementary schools, 6 middle schools, 5 high schools, and 6 alternative schools (including an adult education program), MVUSD extends educational opportunities to diverse communities within Moreno Valley, Perris, Hemet and Riverside. Minority students total 89% of the population and Hispanics represent 67%. Twenty-two percent are designated English learners. Of the student population, 81.3% are eligible for free/reduced lunch meals. In 2012-13, the cohort dropout rate was 12.4% with English learners (23.1%), special education (20.9%) and socioeconomically disadvantaged (13.2%) all reporting higher levels of cohort dropout rates.

Riverside Unified School District served 42,560 students in Riverside as well as unincorporated communities within Highgrove and Woodcrest during the 2012-13 school year. RUSD encompasses 29 elementary schools, 13 secondary schools, and 6 alternative schools. The minority population totals 75% of students: 59% of students are Hispanic. Over 15% of students were designated as English learners. Approximately 64.4% of students were eligible for free/reduced lunch meals. During the 2012-13 school year, the cohort dropout rate for RUSD was 8%.

During the 2012-13 school year, **Val Verde Unified School District** had 19,832 students enrolled across a 67 square mile stretch in the Perris and Moreno Valley communities. Val Verde comprises 13 elementary schools, 6 middle schools, and 5 high schools. Val Verde also offers a virtual school in response to students' varied educational needs. Minority students represent 94% of the population: of that, 73% of the students were Hispanic and nearly 25% were designated English learners during 2012-13 school year. About 4 out of every 5 students (82.9%) of the K-12 student population was eligible to receive free or

reduced price lunch. For the 2012-13 school year, DataQuest reported VVUSD cohort dropout rate as 5.9%. English learners and special education had almost twice the cohort dropout rate at 10%.

Riverside Community College District: In the fall of 2012-13 school year, RCCD had an enrollment of 34,979 students (California Community Colleges Chancellor's Office, 2013). The annual FTES for RCCD was 25,118.52 (Riverside Community College District, 2013). Forty percent of the enrollments were students between 20-24 years of age and 32% were over the age of 25. A majority of students enrolled were Hispanic (51%) and white non-Hispanic (25%) and approximately 55% of students enrolled were females. The highest level of prior education for 80% of RCCD students enrolled was high school diploma. Approximately 78% of students enroll in day courses and 17% in evening courses.

Determining Regional Need

Considering the regional data gathered from sources such as US Census, American Community Survey, CDE's DataQuest, and enrollment data from consortium members, high needs for adult education can be identified as adult basic skills, adult secondary and high school diploma or equivalency, ESL, short-term career technical education programming and transitional education for workplace development and college preparation.

The Employment Development Department data from the State of California reported that the high illiteracy rate in the county can be addressed by providing programs that focus on the development of basic mathematics and reading skills. High school diploma and equivalency test preparation classes provide an opportunity for the drop out population to complete requirements, obtain certification and be more competitive in the workforce, thus, improving their employability and reducing unemployment rates. The immigrant populations in Riverside County are projected to increase as noted in the regional analyses and require significant attention to address their needs specifically around English language learning opportunities for adults. The need for English as a Second Language classes remains imperative to prepare immigrant adults for the workplace and post-secondary education. According to the Public Policy Institute of California's "Closing the Gap" report, 69% of California residents will not need a college degree in 2025. Instead, this vast majority of workforce will need

technical skill training and career-focused applied education to secure gainful employment in California. Short-term CTE courses fill this gap while simultaneously providing residents pathway options for their educational goals. Using available census and enrollment data, the Consortium calculated estimates of regional need for two of the program areas: Elementary and Secondary Basic Skills and Courses for Immigrants.

Elementary and Secondary Basic Skills (ABE/ASE)

The population of adults 25 years of age or older within the ABout Students consortium region (based on the 6 USD regions) is 547,382 (ACS 2007-11). Of this population, 126,183 have less than a High School Diploma or equivalency and therefore is an estimate of potential need for ABE/ASE programs in the region. This represents 23.1% of the residents in the region 25 years of age or older.

It is likely, however, that a portion of this group would be better served initially by ESL, then upon readiness transition to secondary adult education programs. Approximately 18.4% of consortium region residents age 5 and over speak English “less than very well”. Candidates for ABE/ASE are adults in the region who have less than high school equivalency who speak English and must be estimated based on assumptions about the proportion of those who speak English “less than very well”. For this purpose a range of ABE/ASE candidates for the region is based on two levels of estimation of those who would be originally served by ESL programs. The lower number assumes that 36.8% (double the percentage) of those who speak English “less than very well” should be subtracted from the overall number lacking high school equivalency to determine the need for ABE/ASE and is 79,748 (126,183 x 63.2%). The higher number assumes that the 18.4% of the consortium region that speaks English “less than very well” applies to the population lacking high school equivalency and is calculated at 102,965 (126,183 x 81.6%). The resulting **estimated range of need for ABE/ASE among adults 25 and older in the ABout Students Consortium region is from 79,748 to 102,965**. However, duplication of enrollment should also be considered because students could be enrolled in course in multiple program areas. Note that these estimates may be overly conservative in that adults 18-24 are not included because census data for this group and high school equivalency is not available (See Table 19).

Using the “low” estimate of need and 2013-14 enrollment data ABE/ASE basic skills adult education in the region met the need of only 17.8% of those who may benefit. Using the “high” estimate of need and enrollment data, the region only provided basic skills education to 13.8% of those might benefit (See Table 19).

Table 19: Estimate of need for elementary and secondary basic skills (ABE/ASE)

Member Enrollment 2013-14	Low Estimate of Need ¹	Proportion of Low Estimate Need Met (%) ²	High Estimate of Need	Proportion of High Estimate Need Met (%)
14,178	79,748	17.8	102,965	13.8

¹ Estimate of need based on American Community Survey 2007-2011

² Enrollment 2013-14 divided by estimate of need

Courses for Immigrants/ESL/Citizenship

Approximately 160,319 (18.4%) individuals age 5 and over speak English “less than very well” in the ABout Students Consortium region. This is out of a population of 872,488 of individuals 5 years old. The English-speaking rate for the population of adults 18 and over is not available. To get an estimate for the region of those that could benefit from ESL adult education, certain assumptions must be made. The “middle” estimate of need for the region assumes that the 18.4% for those age 5 and over applies to the population of those 18 and over. The population of those 18 and over in the consortium region is 663,975 of which 18.4% is 122,171. However, it is possible the English-speaking rate is higher or lower for those 18 and over, as compared to those 5 and older. To address this possibility, 5% is added and subtracted from the 18.4% identified in census data to give a range of need for ages over 18. The low end of the range is 88,973 (663,975 x 13.4%) and the high end is 155,370 (663,975 x 23.4%). **Three estimates of need for ESL adult education in the ABout Students Consortium region are 88,973, 122,171, and 155,370.** (See Table 20).

Using the “low” estimate of need and 2013-14 enrollment data for courses for immigrants the region met the need of only 4.6% of the population who reported speaking English less than very well. Using the “medium” estimate of need and enrollment data, the region met 3.4%, and using the “high” estimate of need the region met less than 3% of those who might benefit from ESL courses.

Table 20: Estimate of need for courses for immigrants (ESL/citizenship)

Member Enrollment 2013-14	Low Estimate of Need ¹	Proportion of Low Estimate Need Met (%) ²	Medium Estimate of Need ¹	Proportion of Medium Estimate Need Met (%) ²	High Estimate of Need	Proportion of High Estimate Need Met (%)
4,135	88,973	4.6	122,171	3.4	155,370	2.7

¹ Estimate of need based on American Community Survey 2007-2011

² Enrollment 2013-14 divided by estimate of need

Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or workforce

Educational pathways, alignment of placement, curriculum, assessments, transition strategies among consortium

Description

The goal of the consortium is to facilitate smooth transitions for students who have identified personal, academic or career goals. Consortium members worked to determine current promising and new strategies or approaches to meet student needs, align systems and curriculum and increase articulation among consortium participants and its partners. The region's strategy is to recognize possible transition points and to identify barriers to transition. As barriers are identified, there will be a need to implement changes in practice to create clearly defined pathways that directly connect students to their next step in achieving their goals. Transitions can come in many forms ranging from creating and institutionalizing programs that create seamless transitions, to providing direct support services to students such as counseling. Advisory Work Group Members and Leadership Team Members provided transitions and strategies, delineated in Table 3.1.

Most program areas recognized the need to create **pathways into post-secondary education**. By addressing the transitional needs of students seeking to continue to post-secondary education to local community colleges, other adult schools or other post-secondary public and private providers the consortium members sought to identify the best practices, develop strategies and implement clear mechanisms for ensuring seamless transitions.

Another common pathway focused upon amongst the program area work groups were **transitions into the workforce**. In response to the transitional needs of students seeking to obtain gainful employment after completing adult education program goals the consortium sought to research best practices, develop strategies and implement clear mechanisms to ensure smooth transitions into the workforce.

Priority Transitions by Program Area

Faculty and staff in each Advisory Work Group identified specific transitions that need to be addressed and strategies to be implemented that will help facilitate a smooth pathways for adult learners. Priority transitions by program area are detailed below and in Table 3.1.

ABE/ASE Basic Skills

The ABOut Students Consortium has evaluated existing and future ABE/ASE adult education programs within the region for the purposes of aligning transitions and connecting learners to transitional pathways beyond completion of their adult education program goals. The Basic Skills Advisory Work Group collaboratively determined that based on the student population it served, it was necessary to establish transitional pathways that would connect students to:

1. Post-secondary academics
2. Local businesses and industries for the purpose of obtaining employment
3. Local community and government agencies (i.e. police, fire, branches of military).

1. Transitional Pathway between Adult Education and Post-Secondary Academic Institutions

By improving curriculum and assessment alignments between LEAs the consortium hopes to develop an interchangeable “crosswalk” between assessment instruments and course so that students will know whether performance in courses at one institution will adequately prepare them for coursework and program success at another institution. The consortium concluded that collaboration among staff and between LEAs would need to occur to further develop basic skills curriculum in order to address student persistence, academic gaps and advancement obstacles. In addition, a process would be put in place to establish advances placement agreements between adult schools and

colleges for priority admission. The members also agreed that guidance services were a critical component in ensuring that students had clarity about their placement and their educational, personal and career options despite any real or conceived barrier. To address such barriers, clear mechanisms to connect students with support services would be implemented, such as facilitating financial aid workshops.

There are several resources needed to employ the strategies and approaches outlined. First, an increased amount of collaboration time between staff and across LEA's would ensure appropriate and meaningful transitional pathways could be established by sharing practices that could reduce student barriers. Second, an increase in full-time transitional faculty to collect, analyze and import data for the purpose of developing pathways and creating articulation agreements would be necessary. Third, hiring highly qualified and properly credentialed staff to address the counseling component of the strategies is vital, as well as specialized staff to conduct outreach and workshops. Last, extensive collaboration with other institutions and faculty dedicated to serving as liaisons between institutions would be critical to facilitating workshops, coordinating fieldtrips and identifying support services that address barriers and achieve student success.

2. Pathways between Adult Education and Industry/Employment

By identifying regional job trending projections, soft and hard skills needed and required training for job placement the consortium members hope to develop collaboration with business partners and hiring agencies that will allow members to implement curriculum and assessments that align with current and projected job market needs. The consortium concluded that outside agencies such as the Workforce Investment Board, Department of Social Services, Chamber of Commerce and the Employment Development Department would be some of the partners that could facilitate the adult education programs in successfully transitioning students into the workforce.

Additional resources would be required in order to employ the strategies and approaches outlined. First, qualified job specialists would need to be hired and dedicated to servicing as liaisons between agencies to coordinate career fairs, skills workshops and ensure strong communication, collaboration and coordination with local businesses, hiring agencies and workforce assistance agencies (i.e. EDD, One-Stop Centers). Second, additional staff would need to

be hired to collect, analyze and import data for the purposes of developing pathways and establishing referral systems. Finally, creating formal and informal relationships with business by creating articulation agreements, contracts, in-kind contributions and establishing MOUs will ensure the region's students have a viable pathway to securing employment beyond their adult education program.

3. Transitional pathways between adult education and community and government agencies

To address the needs of students who are transitioning into the armed forces, seeking employment with fire or police or needing transitional support services in another area of life so that they can become a part of the workforce, the Consortium identified strategies and resources needed to facilitate such a transition. Consortium members anticipate developing a strong collaboration between military recruiting centers and government and community agencies, such as the Employment Development Department, Department of Social Services, Department of Rehabilitation for the purposes of establishing a two-way referral system to best serve the personal and employment needs of the adult education student. To implement clear mechanisms for referring students between these agencies, staff would also need to be hired to connect adult education programs with outside agencies and military recruitment centers. A process for referral would need to be established and dedicated staff would be needed to serve on advisory boards at various community and government agencies.

Courses for Immigrants/ESL/Citizenship

The Courses for Immigrants Advisory Work Group determined it was necessary to establish transitional pathways for ESL programs. There is a considerable gap between the outcomes of the English as a Second Language (ESL) programs provided by the community colleges and the adult schools in the Riverside Community College region. The CCs focus on academic career that will lead to transfer to CTE, degree completion, or transfer to university, whereas the adult schools focus on providing basic literacy, life skills and academic growth that will lead students to prepare for the workforce, high school equivalency or diploma. The current configuration of adult education does not have clear pathways to matriculate between adult schools and CCs. To coordinate adult school ESL programs with community college ESL programs, the systems would need to recognize various pathways for students that matriculate to the CCs and prepare

students for the workforce. Outcomes should be defined and clearly aligned to transitioning students to a community college ESL program, CTE program, degree completion, or transfer. Adult school and community college faculty/administration should work together to agree on the pathways that students take that will matriculate to community college such as: entry level assessment at the adult school, courses at adult education level, point of matriculation, courses at community college level, point at which students would move from ESL to a CTE program or to content-area classes. There are several items that would need to be addressed: curriculum, placement, assessments, resources and culture.

The ESL *curriculum* at the adult schools and community colleges that relates to transitioning to academic career must be aligned. To best accomplish this goal, each entity should provide a coordinator responsible for facilitating meetings among faculty to align curriculum, establishing a student support model (including on-site testing, counseling, registration and follow up at the AE school as needed), and coordinating the logistical and administrative duties that will likely arise in such an endeavor. Communication paths among AE and CC should be ongoing and include assessment cycles which involve all of the participants rather than isolated assessment.

If a state-developed assessment instrument can be implemented for both systems, and AE and CC could agree on baseline scores for classes together *placement* could be streamlined. AE and CC faculty could also develop alignments with placement tests that could be used to appropriately place students based on assessment and student goals. This step should take place after the curriculum has been aligned and clear content and Student Learning Objectives are developed for each course. AE and CC would need to determine which assessment tools could be aligned to provide placement in their programs.

To assess students, it would also be necessary to identify a tracking or data system that could be used between the entities (if not state-wide) that would allow institutions to monitor student progress through the programs of study and identify the agreed upon outcome points (i.e. completion of AE classes or certificate of completion, ESL CC classes or certificate of completion, CTE certificate, AA degree, or transfer). In addition to persistence, and retention data, the schools should also participate in joint assessment projects which explore how effectively the curriculum helps students to improve, defining student success and student satisfaction.

Considerable discussion occurred in the ESL Work Group regarding the roles and responsibilities of adult schools and community college for immigrant services. The question that continued to arise in the discussions was where and how services could be provided and where they would be located. The instructors voiced the opinion that matriculating students with the goal to increase academic ESL onto the CC campus, at least as they start to prepare to go into credit classes would smooth the process. Several strategies were discussed such as campus tours, classroom visitations with CC ESL professors, offering the top level of AE ESL on the CC campus, or simply allowing the AE students access to community college resources such as ESL labs as appropriate.

To ensure smooth transition for the students, the participants of the Work Group considered that adult education might include aspects of community college structure and *culture* into strategies designed to help students. For instance, in discussion, participants from adult education schools shared that districts have varying policies from school to school regarding attendance, enrollment processes, structure of course offerings, number of students/class. If transitioning students to CC is a student's goal, then those students will need to be exposed to the expectation of college prior to matriculation, including homework, blended learning, commitment to attendance, and instructor expectations. However, there is also the need to keep adult education classes accessible and approachable for the community members whose goals are not only to matriculate to college but also to prepare for HSD/HSE, assimilating into the community, and preparing for the workforce. Finding balance between the two entities is key. One focus should be on creating a culture at the community college that is open and welcoming to AE students and maintaining rigor in adult school classes to prepare for transitions.

Short-Term CTE Courses and Apprenticeships

The Short-Term CTE and Apprenticeship Advisory Work Group collaboratively determined that based on the student population it served, it was necessary to establish the following transitional pathways :

1. Transition between Adult Education and Post Secondary
2. Transition into Industry Supported Short-Term CTE Programs
3. Transition between Pre-Apprenticeship and Apprenticeship Programs

Transition Between Adult Education and Post-Secondary

By ensuring adult education offerings seamlessly align with short-term CTE programs, student preparation for academic success can be realized. Introductory courses at adult education programs and non-credit coursework can help benefit students entering into degree yielding CTE programs offered at the community colleges. Increasing the number of articulation agreements will facilitate the transition of students into degree programs. Additionally, concurrent enrollment of students in basic skills and introductory short-term CTE programs, as demonstrated in the I-BEST model, is being considered to increase advancement of students into degreed CTE programs. Although existing in some adult schools, the development of a universal Career/Educational Plan throughout the region can provide short-term CTE program providers a foundation for effective transition implementation. Faculty and instructors will collectively align curriculum and identify the components of the Career/Educational Plan to best serve students and meet the needs of adult schools and community colleges. A primary focus will be on setting short-term and long-term goal setting strategies for all students.

Addressing the challenge of inconsistent means to measure student progress can best be accomplished by the creation of a statewide commons student assessment. In the interim, faculty and instructors can inventory current tools and identify common assessments to measure student progress and develop crosswalks between existing instruments. Assessment alignment will establish a foundation for coursework alignment and articulation agreement development throughout the region.

Support services for students are needed to connect effective transitional processes with students. Counseling services with the focus of career and academic progress, mechanisms to address barriers to transition opportunities, connecting with local governmental agencies and job recruitment, and formalizing the transitional process between LEAs through memorandums of understanding and agreements provide stability to transitioning students into short-term CTE programs. The roles, responsibilities, and procedures of the LEAs must be shared among all providers in adult education.

2. Transitional into Industry Supported Short-term CTE Programs

Upon assurances that all short-term CTE offerings are guided and informed by industry needs and standards, creating pathways and system alignment among consortium participants will support the transition of students completing short-term CTE programs into the workforce. Collaboration among consortium providers of short-term CTE programs, the business community, and industry experts is essential to provide guidance and serve in an advisory capacity to program development. Identifying gaps in services and short-term CTE course offerings in the region in tandem with research-based regional employment projections will inform the consortium of ongoing program development.

Student support and recruitment is needed to sustain programs, increase retention and persistence for completion and transition to the workforce. Services such as industry mentorships, shadowing and advisory will increase the support system needed for success. An increase of targeted marketing efforts, public relations, and promotional events including job and career fairs will provide ongoing connections between students and business partners. Liaisons assigned to all short-term CTE providers will serve as conduits between LEAs and the business community by organizing and planning strategic meetings, events, and integrating industry recommendation into program development.

3. Transition between Pre-Apprenticeship and Apprenticeship Programs

Establishing pre-apprenticeship programs at adult schools and community colleges provides the appropriate foundation to successful transition for students into apprenticeship programs offered by trade unions. These introductory programs provide initial academic support and skill development needed for students to be successful in the industry. Aligning skill development needs with curriculum for pre-apprenticeship and apprenticeship programs allows for effective transition and program integration. Considering state priorities such as information technology, manufacturing, and healthcare industry sectors, the consortium will identify local opportunities by meeting the needs of targeted employers throughout the region. Connecting with and promoting apprenticeship programs with partners such as the International Brotherhood of Electrical Workers and other labor unions by providing educational hours needed for certification will support, promote and increase awareness in the community.

Programs for Adults with Disabilities

The Adults with Disabilities Advisory Work Group identified three key transitions that would connect students to:

1. Programs for Adults with Disabilities
2. High school equivalency programs
3. Workforce/employment.

1. Transition into Programs for Adults with Disabilities

The Work Group noted the need to establish a clear pathway linking students into the programs for adults with disabilities. Adults with disabilities who are not workforce or community college ready would benefit from a pathway transitioning students into a program for adults with disabilities. A clear communication path would need to be created between the adult schools and the community college district. Students meeting with counselors from either entity would be assessed through skill level testing and knowledge of workforce readiness skills.

Adults with disabilities would be placed in “Bridge to Academic Success” skill classes to improve basic skills and placed in work readiness skill classes. Curriculum would be aligned with Common Core standards through adult education and/or community college district. Assessments utilized by the Adult Schools will be the Test for Adult Basic Skills (TABE). Progress Indicators will be observed by the teachers evidenced by student work and re-testing of the TABE test which indicates progress. Major Outcomes would be students finding employment and/or improvement in basic skills.

2. Transition from Programs for Adults with Disabilities into high school equivalency programs

Students will be identified as needing this service through the high school counselors, adult education counselors, and the community college disability counselors. Counseling staff will be responsible for reviewing options - either High School Diploma or High School Equivalency - with the students. The HSE option offers three options: the HiSET (High School Equivalency Test), GED (General Education Development) or TASC (Test Assessing Secondary Completion).

TABE Assessments will be completed to determine skill level. If skill level is below level necessary to successfully complete HSD/HSE, students will be

placed in basic skill classes. On-going testing to determine progress and readiness to complete high school diploma or high school equivalency. Outcomes would be completion of HSD and passage of HSE.

3) Transition from Programs for Adults with Disabilities to Workforce/ Employment

The Work Group members agreed that guidance services are a critical component in ensuring that students had clarity about their placement and their educational, personal and career option barriers. Counseling support services at the adult education schools and colleges would determine options appropriate for each student. Curriculum would include pre-employment skills, skills necessary to perform particular job, and those skills required to keep a job. Assessment would include student progress in job ready classes as well as progress reports from employers. Consortium members anticipate developing a strong collaboration with outside agencies such as WIB, Workforce Centers and Business Solutions Staff to assist in streamlining this pathway.

As noted in transitional pathways above, clear mechanisms for referring students to on-the-job programs, internships and local businesses would need to be facilitated by ideally, a Work Experience Office.

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
ABE/ASE Basic Skills					
<p>1. Transition between ABE/ASE adult education to post-secondary education</p>	<p>1a. Improve curriculum and assessment alignments between LEAs developing "crosswalks" (interchangeable) between assessment instruments and courses. (Alignment of Transitions & Pathways).</p> <p>1b. Further develop and collaborate on basic skills curriculum that addresses student academic gaps that hinder persistence and advancement. (Alignment of Transitions & Pathways).</p> <p>1c. Improve guidance services to clarify student placement, educational/career pathways, and opportunities available to students. (Outreach & Support Services).</p> <p>1d. Implement a clear mechanism to address barriers and share support services information. (Outreach & Support Services).</p> <p>1e. Hire and train staff needed to coordinate transitional services at adult schools and community colleges. (Access & Capacity/ Alignment of Transitions & Pathways).</p> <p>1f. Provide workshops on college admissions, financial aid, campus tours and college/career fairs. (Outreach & Support Services).</p> <p>1g. Establish advanced placement agreements between adult schools and colleges for priority admissions. (Consortium Sustainability/ Alignment of Transitions & Pathways).</p>	<p>1a. Inter-agency staff meetings and collaboration time to develop curriculum alignment.</p> <p>1b. Research on best practices such as IBEST model.</p> <p>1c. Program coordinators to develop components needed for comprehensive guidance services.</p> <p>1d. Shared practices to address identified barriers for basic skills students.</p> <p>1e. Full-time transitional liaison staff</p> <p>1f. Outreach staff to specialize in workshop, event delivery.</p> <p>1g. Process for adult students from adult schools to secure priority admissions.</p>	<p>Estimate: \$350,000</p>	<p>Adult School/ College curriculum development committee.</p> <p>Adult School/ College ABE/ASE Coordinators</p> <p>Adult School/ College advisors and counselors</p> <p>Liaisons from adult schools and colleges</p>	<p>1a. Curriculum crosswalks</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
ABE/ASE Basic Skills (continued)					
2. Transition between ABE/ASE and employment	2a. Identify regional job trending projections, general, soft, and specific skills and training needed for job placement. (Alignment of Transitions & Pathways). 2b. Collaborate with business partners, local hiring agencies, Chamber of Commerce to establish advisory groups and promote opportunities for students. (Outreach & Support Services). 2c. Establish referral systems with local businesses and employers for job recruitment. (Outreach & Support Services).	2a. Labor market reports and analysis, EDD, WIB reports, regional data summaries 2b,c. Job Development Specialists	Estimate: \$360,000	Job Development Specialists/ Employment Liaisons	
3. Transition between ABE/ASE adult education to community and governmental agencies.	3a. Connect with local community and government agencies linking students to services provided by the WIB, DPSS, Dept. of Rehab, One-Stop Centers and military recruitment programs. (Outreach & Support Services).	3a. Liaison to serve on advisory boards for local agencies	Estimate: \$60,000	Community Liaison	

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Courses for Immigrants (ESL/Citizenship/Workforce)					
<p>1. Transition between ESL to post-secondary education. Adult school and community college student expectations are not in alignment.</p>	<p>1a. Identify and standardize key aspects of community college culture/ structure that should be mirrored in adult schools, such as required textbooks, homework, classroom readiness, required participation and academic standards. Design local curricula, course outlines and lesson plans. (Alignment of Transitions & Pathways).</p> <p>1b. Identify common language that defines education success. The current lack of identification of "student success" does not allow for smooth transition. <i>How can success be measured for different student life goals?</i> (Alignment of Transitions & Pathways).</p> <p>1c. Determine rigor the program pathway requires. (Alignment of Transitions & Pathways).</p>	<p>1a. Course materials (e.g., books)</p> <p>1a/b. Meeting times between adult schools and colleges</p> <p>1a. Designated Community College representative responsible for collaboration</p>		<p>Committee of liaisons from adult schools and colleges</p>	<p>Development of matrix</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Short-term CTE and Programs for Apprentices					
<p>1. Transition between adult education and post-secondary</p>	<p>1a. Ensure adult education offerings seamlessly align from one "level" to the next. Making sure that noncredit coursework is counted or can be used for placement into CC CTE programs. (Alignment of Transitions & Pathways).</p> <p>Increase number of articulation agreements and concurrent enrollment. (Alignment of Transitions & Pathways).</p> <p>1b Align short term CTE curriculum. (Alignment of Transitions & Pathways).</p> <p>1c. Develop Career/Educational Plans in Adult Schools that can be provided to the colleges in the region. Identify constructs for student plan that would meet the needs of adult schools and colleges while facilitating a process of student goal-setting. (Alignment of Transitions & Pathways).</p> <p>1d. Adoption of state common assessments to measure student progress or develop crosswalk between existing assessments. Creation of common student assessment where a statewide version does not exist. (Alignment of Transitions & Pathways).</p>	<p>1a. Identify what exists and areas that need to be developed and/or updated</p> <p>1b. Meeting time for faculty/instructors to align curriculum. Faculty stipends</p> <p>1c. Meeting time for faculty/instructors to align curriculum. Faculty stipends</p> <p>1d. Meeting time for faculty/instructors to inventory current tools and identify/select common assessments</p> <p>Faculty/Instructors collaboration time</p> <ul style="list-style-type: none"> • Designated coordinated counselors/advisors/support staff • Inventory of existing programs, assessments, curriculum, and tools. • Course outline development/revisions • Contracts for Board approvals 	<p>1a. Staff and faculty; also a designated staff person at each college</p> <p>1b. @ lab rate (\$60 an hour)</p> <p>1c. @ lab rate (\$60 an hour)</p> <p>1d. @ lab rate (\$60 an hour)</p>	<p>1a-1c. Region</p> <p>1b. Faculty/Instructors</p> <p>1d. Each community college and adult school</p> <p>1e. Region</p>	<p>1a. Documentation of articulation agreements and growth in concurrent enrollment.</p> <p>1d. Alignment of final assessments used to measure student progress. Monitor periodically, use of such assessments across the region.</p> <p>1e. Number of students served by counseling support services.</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Short-term CTE and Programs for Apprentices (continued)					
	<p>1e. Counseling services with the intent of helping learners – career and academic counseling. <i>(Outreach & Support Services)</i>.</p> <p>1f. Implement a clear mechanism to address barriers and share support services information. <i>(Outreach & Support Services)</i>.</p> <p>1g. Connect with local government agencies, College/career fairs; Collaborate with local government agencies-police, fire, WIB, military recruitment programs, etc. <i>(Outreach & Support Services)</i>.</p> <p>1h Formalize transitional processes through MOU's, articulation agreements, or other instruments identifying roles, responsibilities, and procedures among providers. <i>(Consortium Sustainability)</i>.</p>				

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Short-term CTE and Programs for Apprentices (continued)					
<p>2. Transition into industry supported short-term CTE programs</p>	<p>2a. Ensure adult education short-term CTE offerings are guided/ informed by industry and aligned with industry standards. (Alignment of Transitions & Pathways; Outreach & Support Services).</p> <p>2b. Hold Industry Advisory meetings across districts. (Outreach & Support Services).</p> <p>2c. Survey industry; collaborate with EDD/WIB to identify regional needs. (Outreach & Support Services).</p> <p>2d. Hire a consultant to develop regional Short-term CTE strategic plan to identify gaps in offerings. (Consortium Sustainability).</p> <p>2e. Provide ongoing support to students at each CC to ensure retention and persistence for completion and success</p> <p>2f. Increased recruitment of residents into short-term CTE programs through a variety of marketing, PR, and promotional efforts. (Outreach & Support Services).</p>	<p>2a. Funding for a full-time Institutional Researcher at each college/district for this purpose</p> <p>2b. Industry contacts from local Chamber of Commerce members and business community, WIB, meeting venue, food, substitute stipends.</p> <p>2c. Develop survey and use an online survey tool to gather input. Research-based regional employment projections</p> <p>2d. consultant</p> <p>2e. Designated Education Advisor or Case Manager at each CC to provide ongoing support to Short Term CTE students</p> <p>2f. Staff to complete marketing efforts, one-on-one recruitment, AE visits, partnerships with WIBs & One-Stop Centers, professional development of HS counselors, mailers to resident homes, on-campus events (e.g. open houses), phone banking</p>	<p>2a. Funding for a full-time Institutional Researcher at each college/district for this purpose (\$80-90k per site)</p> <p>2b. \$10,000 annually</p> <p>2d. \$60,000</p> <p>2e. \$90K at each college-total \$270k</p> <p>2f. \$300k annually</p>	<p>2a-d. Region</p> <p>2e. RCCD</p> <p>2f. Region</p> <p>2a-g. Adult Schools, Community Colleges, Members of Chamber of Commerce, WIB, Business Community,</p>	<p>Evidence of additional/modified short-term CTE program offerings in the region.</p> <p>Number of students that complete short-term CTE offerings (specific program counts)</p> <p>Persistence and completion metrics for short-term CTE students</p> <p>Number of short term CTE students that secure employment in partnership with employment/workforce and local government agencies.</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Short-term CTE and Programs for Apprentices (continued)					
<p>2. Transition into industry supported short-term CTE programs (continued)</p>	<p>2g. Designate industry liaisons from CC and Adult Schools to collaborate among providers. and the business community (Outreach & Support Services).</p> <p>2h. Identify regional job trending projections, skills and training needed for job placement by collaborating with EDD/WIB. Collaborate with business partners. (Outreach & Support Services).</p> <p>2i. Collaborate with local government agencies-police, fire, WIB, military recruitment programs etc. (Outreach & Support Services).</p> <p>2j. Create an online career exploration module for RCCD colleges to be inserted into the online orientation for all adult students. (Outreach & Support Services).</p>	<p>2g. dedicated staff or leveraged existing staff</p> <p>2a-g. Collaboration among program coordinators and liaisons to integrate industry recommendations</p> <p>2h. Fully staffed Career Centers with a fulltime Director at every CC that works regionally with AEs and workforce agencies</p> <p>Dedicated Internship Coordinator at each CC that works regionally with AEs and workforce agencies</p>		<p>2a-g. Adult Schools, Community Colleges, Members of Chamber of Commerce, WIB, Business Community,</p>	<p>(continued)</p> <p>Number of adult students with a documented career plan</p> <p>Number of students at the CCs that complete the online career awareness orientation module</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Short-term CTE and Programs for Apprentices (continued)					
<p>3. Transition between pre-apprenticeship and apprenticeship programs</p>	<p>3a. Create 6 month pre-apprenticeship programs (e.g. Fast Start programs) at the CCs, and/or Adult Schools. (Access & Capacity).</p> <p>3b. Host IBEW classes at the CCs/AEs to give credit of 150 hours of education to maintain Electrical Trainee ET card. Identify needs for other trade unions. (Outreach & Support Services; Access & Capacity).</p> <p>3c. Align IBEW apprenticeship program and curriculum with Norco College (NC) and move LEA to NC for IBEW. (Access & Capacity; Alignment of Transitions & Pathways).</p> <p>3d. Create pre-apprenticeship programs in information technology, manufacturing, and healthcare (state priorities). Identify the opportunities by meeting with targeted employers. (Access & Capacity; Outreach & Support Services).</p> <p>3e. Promote and raise awareness of (pre) Apprenticeship programs in the community. (Outreach & Support Services).</p>	<p>3a & 3c. Dedicated staff for building these programs - one at each CC within RCCD (n=3)</p> <p>3b. Fulltime Faculty at NC in electronics/electrician Training</p> <p>3d. dedicated staff for building these programs - one at each CC within RCCD (n=3) \$350k</p> <p>3d. Building relationships with targeted employers</p> <p>3e. A fulltime Apprenticeship Director to serve the region</p> <p>3a-e. Identify target skills needed for apprenticeship success (content)</p> <p>3a-e. Assessment, curriculum and rubric for entry level pre-apprenticeship coursework</p>	<p>3a & 3c. \$120k per college. \$360k total</p> <p>3b. \$100k</p> <p>3d. \$120K per college; \$360 total</p> <p>3e. \$120</p> <p>3a-e. Materials, supplies, and equipment for classroom instruction specific to career pathways</p>	<p>3a & 3c. Adult Schools and RCCD</p> <p>3d. Adult Schools and RCCD</p> <p>3e. Adult Schools and RCCD</p>	<p>Delta of approved apprenticeship programs in the region</p> <p>Delta of pre-apprenticeship programs in the region</p> <p>Increase in number and frequency of promotional events/activities within the community raising awareness of apprenticeships</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Educational Programs for Adults with Disabilities					
<p>1. Transition into Programs for Adults with Disabilities (not workforce or community college ready)</p>	<p>1a. Collaboration between adult education programs and K-12 member districts. (Consortium Sustainability).</p> <p>1b. Create an ongoing Advisory Work Group to develop and maintain a transition resource guide describing options (CTE, Five live skills, High School Equivalency, Community College and Workforce, etc.). (Outreach & Support Services; Consortium Sustainability).</p> <p>1c. Outreach to parents/students. (Outreach & Support Services).</p> <p>1d. Development of <i>Life Skills Pathways</i> that focus on academics, vocational, social, community, and recreation/leisure. (Access & Capacity).</p>	<p>Additional faculty, staff, counselors at both k-12 and community college)</p> <p>Transition Resource guide (on-line easy format)</p> <p>Counselors (one for each college) to go out to high schools (4.1g)</p> <p>Counselors participate in parent transition nights.</p> <p>Better partnerships with (Department of Rehabilitation, IRC, Special Olympics)</p>		<p>K-12 Community College and other agency collaborative (DOR, WIB, IRC, EDD) to be hosted by ONE agency</p>	
<p>2. Transition from Programs for Adults with Disabilities into high school equivalency programs</p>	<p>2a. <i>Counseling support services</i> to determine which option is best for individual student. (Outreach & Support Services).</p> <p>2b. Outreach to parents/students. (Outreach & Support Services).</p> <p>2c. Hold ongoing meetings to develop and maintain a transition resource guide describing options (CTE, Five live skills, High School Equivalency, Community College and Workforce, etc.). (Alignment of Transitions & Pathways).</p> <p>2d. Create a pathway to High School Diploma or Certification, HiSET, GED or TASC. (Alignment of Transitions & Pathways).</p>	<p>(See 6.1) Building curriculum</p> <p>Transition Resource guide (on-line easy format)</p> <p>(Contact Mt. San Jacinto Community College regarding High School Diploma program because RCCD does not have a high school diploma program)</p>			<p>Number of HSD, GED, HiSET awards</p>

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Educational Programs for Adults with Disabilities (continued)					
<p>3. Transition from Programs for Adults with Disabilities to Workforce/Employment</p>	<p>3a. Create <i>Work Experience Office</i> to facilitate the opportunities. (Outreach & Support Services).</p> <p>3b. <i>Counseling support services</i> to determine which option is best for individual student. (Outreach & Support Services).</p> <p>3c. Create an ongoing Work Group to develop and maintain a transition resource guide describing options (CTE, Five live skills, High School Equivalency, Community College and Workforce, etc). (Alignment of Transitions & Pathways).</p> <p>3d. Provide <i>work experience opportunities</i> (internship/volunteer and paid positions). (Outreach & Support Services).</p> <p>3e. Offer <i>On-The-Job (OJT) program</i>, Internships with local companies and government entities (city, county). (Outreach & Support Services).</p> <p>3f. Ongoing identification of labor market needs. (Outreach & Support Services).</p> <p>3g. Reach out to local companies/industries to obtain entry-level skill requirements. (Outreach & Support Services).</p>	<p>3a-b. Staff and counselors</p> <p>3b. Hire specific counselors (see 6.2) like "Disability Navigators" at the Workforce Development Centers</p> <p>3a-c. Transition Resource guide (on-line easy format)</p> <p>3c-g. Employers; WIB; Business Solutions Staff, Workforce Centers, DSN</p>			

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants (continued)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Cost	Responsible Parties (specific school districts and/or community colleges)	Assessment
Educational Programs for Adults with Disabilities (continued)					
4. Transition from Programs for Adults with Disabilities into post-secondary education	4a. Community College counselors develop <i>Student Education Plans</i> in conjunction with K-12 staff responsible for student transitions (e.g. Individualized Transition Plans (ITPs), with support from the Adult Transition programs (ATPs). <i>(Alignment of Transitions & Pathways)</i> . 4b. Create an ongoing Work Group to develop and maintain a transition resource guide describing options (CTE, Five live skills, High School Equivalency, Community College and Workforce, etc). <i>(Alignment of Transitions & Pathways)</i> .	4a. Counselors; job descriptions; 4a. Career Transition Counselors (shared and one at each high school) 4a-b. Transition Resource guide (on-line easy format)			

Objective 4: Address the Gaps Identified Pursuant To Objectives (1) & (2)

Description of how the consortium intends to respond to the gaps identified in the region.

Description

The ABout Students Consortium is committed to integrating the use of data as part of their decision making process to increase opportunities that enable adults to meet their educational needs. To determine preliminary needs and gaps in the region's adult education system, ABout Students Regional Consortium is facilitating a mixed methods approach to collect data and inform the regional plan. To-date, both quantitative and qualitative data have been collected. Reliance upon a sound multi-method approach ensures that methods have complementary strengths and non-overlapping weaknesses. The triangulation of findings across multiple data sources and methods will better inform the crafting of practitioner and end user-informed actionable recommendations to address the gaps. Surveys, focus groups, and key interviews have been completed.

Survey Data

In June 2014, a web-based survey was administered to collect data from various stakeholders including administrators and faculty from participating member organizations. This approach was designed to broadly capture feedback on needs and gaps from a variety of stakeholders for all five AB 86 adult education program areas. An approximate 2-week survey window was provided for data collection. Although the survey was administered online, one challenge was the timing of survey administration, which fell towards the end of the school year. Appendix A provides a detailed summary of select survey items.

During the two-week survey window period, 174 individuals started the survey. Survey respondents were asked to indicate which of the five AB86 program

areas they were affiliated with. A total of 64 respondents reported being affiliated with at least one AB 86 program area. Of these respondents, 49% included college staff and 34% were K-12 staff. Following the program affiliation item, respondents who did not indicate an adult education program affiliation were asked if they still wished to take the survey, of which 74 responded “yes”. Of these respondents, 74% were from the community college district.

To assess gaps respondents were asked, “Currently, which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?”. Ten options were offered with instructions to mark all that apply. A total of 93 respondents indicated at least one of the 10 areas. More than half selected needs in two primary areas: college basic skills remediation (59%) and support services (55%). Nearly half selected short-term CTE (48%), transition to workforce (48%), and ESL/citizenship/VESL (46%) as the areas of great need. Next, programs and services related to transition into post-secondary education were rated by 40% of respondents and ABE/ASE was selected by 31%. The lower areas of need according to those surveyed were: apprenticeship programs (26%), high school diploma/equivalency certificate (22%), education for adults with learning disabilities (22%) and for those with developmental disabilities (16%), followed by programs for adults in correctional facilities (13%).

Survey respondents were asked the extent to which their programs made use of various alignment strategies between adult school and community college. Some of the alignment strategies indicated used in most program areas include:

- Support services on campuses,
- Systematic access to student services including counseling, guidance, and follow-up,
- Location within easy access of student population
- Physical accommodations for adults with disabilities
- Learning accommodations for adults with disabilities
- Evening hours

Some challenges identified as hindering alignment strategies include lack of funding, lack of incentives given separate organizational mandates, lack of time, and lack of information about programs and services. For a complete list of challenges and respondent ratings see Appendix A.

Focus Groups and Key Interviews

The goal of the focus groups was to discuss key gaps and needs and potential strategies to address needs. Two focus groups were facilitated in June 2012 by WestEd, each with approximately 9 participants. All participants were members of the ABout Students Regional Consortium Steering Committee, Leadership Team, and Partnership Team. During the focus groups the following were addressed: efforts at cross collaboration, gaps in the adult education system, instructional and support services, access to program services and counseling and support service needs. In addition to focus groups, five key interviews were also completed between June and July by WestEd staff. These semi-structured interviews were conducted by WestEd over the phone with the aim to collect in-depth and nuanced information from individuals who have expertise in the targeted areas. Key interviews have been completed with staff from AUSD, CNUUSD, RUSD, RCC, and the International Brotherhood of Electrical Workers.

On September 5th, a Kick-Off Event was held. Six focus groups were facilitated at the event to capture data.

Priority Gaps and Needs by Program Area

Advisory Work Group members utilized data gathered to identify gaps and needs. Priority gaps and needs are detailed below and in Table 4.1.

ABE/ASE Basic Skills

The About Students Adult Education Consortium reported five primary gap areas in Adult Basic and Secondary Skills program area. The five priority gap areas are:

1. Lack of accessibility to classes throughout the region to provide students with the appropriate courses of study in proximity of their residence;
2. Lack of efficient assessment and curriculum functionality in the region resulting in inconsistent means for identifying and measuring student academic needs;
3. Lack of consistent data systems, enrollment, attendance and reporting mechanisms used by providers to measure student growth and achievement;

4. Need for adequate technology integration in the classroom and availability to students throughout the region; and
5. Need for highly qualified staff in subject areas needed to address the unique challenges of the basic skills student population.

Providing students with sound basic skills in reading, writing, and mathematics is the educational foundation for successful transitions to higher education and employment opportunities. Mastery of basic skills is the gateway to successful academic opportunities into career technical education programs, certification programs, and degree attainment. Therefore, Basic Skills programs designed for adult students to complete high school diplomas or equivalencies are a priority for the region. Addressing the gaps identified will help students obtain academic mobility while preparing them for a better future.

Strategies for addressing the lack of accessibility focus on increasing capacity by providing adult students with additional course offerings, more program options for diplomas and equivalent certifications, increased locations for students to attend classes, as well as additional distance learning opportunities for students to complete class requirements online or in a blended learning model. To achieve these outcomes, maintaining the current capacity of services for basic skills with existing providers is highly recommended which establishes a foundation to address the regional gap needs identified in objective 2.

Throughout the region, basic skills providers utilize varying student assessment instruments and corresponding prescriptive curriculum to meet the educational needs of students. Although effective independently, inconsistencies in definitions of skill levels and terms confuse students and act as barriers to the learning process. By clearly defining assessment results through a means to which providers can compare and align data using a cross-walk mechanism, and align curriculum levels for appropriate transitions, collaboration efforts will provide opportunity for all students.

An ongoing challenge for adult school and community college providers of basic skills is the differences in the systems used for student data management. As a result, student information cannot be shared or transferred from system to system. Without a compatible student identification system, other options for sharing student information for transitioning students should be explored and considered. Beginning by establishing articulation agreements and identifying requirements for entry and exit levels of courses of study is recommended.

Collaboration between providers is needed to discover means for bridging the gap of student matriculation.

The lack of adequate and appropriate technology was identified for the region. As technology changes rapidly, schools have not been able to maintain sufficient laboratories for student to prepare for 21st century learning. Tests and certification exams are administered on computer-based systems without students having access to proper equipment and software in preparation for examination. It is recommended that basic skills program providers include access to appropriate and updated hardware and software for student learning. Staff must also be adequately trained for managing and maintaining computer systems.

Finally, connected to each gap area, an overwhelming need for highly skilled and properly credentialed personnel is mandatory. An increase of classes requires support staff, teachers and faculty, and supervisors. Collaborative efforts to align assessment, curriculum, and data systems require additional personnel to complete these projects. Recruiting, hiring, training, and supporting additional staff members is needed to meet the overwhelming gaps in the region for basic skills instructional delivery.

Courses for Immigrants: ESL/Citizenship/Workforce

Under the Courses for Immigrants program area, the Advisory Work Group identified four main gaps and needs.

1. The current demand for ESL classes exceeds available offerings. Currently there are ESL sections at adult schools with over 60 students, courses are being taught on limited hours per week, and multi-level students taught in one class.
2. Adult school and community college student expectations and curriculum are not in alignment. There is a need to streamline ESL courses to better meet the needs of the students allowing them to meet educational goals such as passing the high school equivalency tests or matriculating to college.
3. Tracking ESL students between adult schools and into community college does not exist. There is a need to monitor progression, retention, persistence and success. There is a need to streamline measures of student success is needed and identify how to measure success for different student academic, professional and civic goals.
4. Adult schools lack resources and technology needed for courses.

The ESL Work Group identified most critical gap is that demand for ESL classes exceeds available offerings. Currently, some adult schools have 60-70 students in one class and multiple levels of students that are being taught within one class. Other adult schools are able to offer level based instruction with class sizes averaging 35 students. While acknowledging that resources are limited and may never meet demand, standards should be positioned to maintain pedagogy. The Work Group's discussion considered establishing consistent guidelines regarding level criteria and enrollment processes to support student commitment and achievement. Providing adequate resources to meet the demand for immigrant services, adult education providers in the region would need to assess need, identify locations and staffing needs in support staff as well as instructors. Addressing this gap will require the effort of the administration from both systems. The group saw a need to provide professional development opportunities to staff and faculty when new policies are implemented.

A second identified gap is adult school and community college student expectations and curriculum are not in alignment. One concern, as discussed in objective #3 was institution culture; however, the other is in the course offerings. With a program supervisor facilitating efforts coordination from both institutions, instructors from both institutions should assess curriculum and be reviewed for overlaps. In some cases, courses may be eliminated, streamlined, or added. In others, courses may be restructured with the goal of providing a seamless transition from AE ESL classes to CC ESL classes. Courses could be identified by the CB21 categories to ensure that progress from course to courses can be tracked course tracking is addressed in objective 4). Concern was voiced that the decision as to where to divide these classes (AE vs. CC) should be determined and outlined through collaboration between the CC and AE. There is currently a trend at community colleges to limit courses offered to only two levels below transfer. Although this may create better statistical outcomes for the college, participants felt that it may not be the best way to transfer students from one environment to another. When determining curriculum, goal-oriented student pathways should be developed. Key to ESL students' success, is to institute pathways at the adult school based on their goals, such as HSD/HSE, CTE, workforce or academic career. Curriculum should support all student pathways and not be limited to only transitioning to community college. Ultimately the Work Group concluded that with increased alignment of curriculum, student transition would increase.

The next gap identified by the Work Group is the lack of mechanism to track ESL students between adult schools and into community college. More specifically; if students have identification numbers that can be tracked between schools, then the progression, persistence, success, retention, and completion can be monitored. Monitoring and tracking students as they move along their academic pathway is necessary to the adult school and community college alignment. With the ability to track students, institutions gain the capacity to access and analyze student data and measure success in programs completion, level advancements, etc. To facilitate the usage of a mechanism, adult schools and community colleges would need to first explore data tracking software. Second, both entities would need to create an implementation plan and timeline. A timeline would also need to be developed. The Work Group believed that this tracking system might need to be developed or explored at the state level.

Lack of resources and technology at Adult Schools was yet another gap. Instructors indicated that resources and technology are often inadequate. Some schools were limited in materials and supplies and if they had technology (SMART boards, computers) were not effectively trained in their use. Classes need to be adequately funded so that they meet student learning needs. Institutions need to establish baseline resources for courses and be provided within the budget. Clearly technology needs to be assessed based on a set of minimum criteria and areas of funding should be explored without increasing student fees. Many adult school students live below the poverty level and increasing fees would limit the open access of adult schools. Institutions should complete an evaluation of available resources and prioritize individual needs and explore shared resources. For example, many community colleges have good faculty training programs that could be opened to adult education instructors. In addition, if the consortium intends to implement distance learning or computer-based solutions, instructors need to be trained to present material in that format. Adult Education and Community Colleges can work together and share resources, expertise and collaborate for all students. After appropriate analysis, exploration of shared resources, and prioritization of needs, funding should be allocated and dedicated to providing resources and technology to adult schools.

Short-term CTE

The CTE/Apprenticeship Work Group reviewed current short-term CTE offering and identified 6 gap areas throughout the region.

1. Need to increase the number of short-term CTE and pre-apprenticeship programs offered in the regions.
2. Lack of awareness and participation of short-term CTE and pre-apprenticeship programs for adults.
3. Lack of sustained integrated approach/funding.
4. Lack of capacity to serve present and future adult learners.
5. Need to recruit support from industry partners.
6. Need for joint articulation agreements and a dual enrollment process between adult schools and community colleges.

With the reduction of funding for short-term CTE programs and ROP, fewer programs are available to support the region's need. Many adult learners seek certification programs that are no longer available. Many of those lost programs provided interest and foundational skills for entry level jobs preparing students for ongoing higher education of degree programs. Data described in objective 2 validate the need for short-term CTE and pre-apprenticeship programs. Increasing offerings in the region for pre-apprenticeship provide on the job training opportunities for job seekers. Increasing offerings in short-term CTE requires considerable analysis to determine current and projected industry demand, careful planning among providers to ensure efficiency, and coordination between programs to maximize effectiveness.

Educators, counselors, and faculty are unfamiliar with existing programs, both short-term and degree supporting programs. As short-term CTE and pre-apprenticeship program offerings increase, networking and outreach must be a consideration. Promotional events can be planned to provide enrollment and entry information.

Lack of sustainable funding mechanism for short-term CTE programs is another recognized gap to implementation. Short-term CTE programs are typically expensive to start up due to high equipment and instrumentation costs. Investment into equipment should be approached cautiously with knowledge of ongoing industry support and advisement. Inquiry should be made to possible leverage of shared resources from local high schools and businesses. Proper evaluation of the success of a program can effectively guide decisions to continue supporting programs based on a collective development of an appraisal criteria and matrix.

With the development of additional short-term CTE and pre-apprenticeship programs, the Work Group recommends addressing the lack of human capacity to provide courses and services. Qualified faculty is needed to administer and support courses for short-term CTE in the form of coordinators, instructors and teachers, counselors, and clerical support. Investment in personnel needed to provide programs for stackable certification, coordination among providers and facilities throughout the regions.

An advisory committee comprised of local industry partners and experts is needed to bridge the gap between educational institutions and the business community. The advisory committee would play an important role in industry support by collaborating with schools and colleges, advising on curriculum, and by connecting students to jobs. Industry advisory could benefit from being involved in the training of future employees.

Finally, the Work Group would recommend the establishment of formal articulation agreements between providers of short-term CTE and pre-apprenticeship programs as well and industry partners. Through the agreement process, roles and responsibilities are clearly identified and smooth transition from one LEA to another is possible. Agreements can include sharing of resources, understanding clear pathways, and dual enrollment or internship opportunities.

Educational Programs for Adults with Disabilities

There are three identified gaps that exist in the Riverside region:

1. Need for an adult education programs for individuals with disabilities;
2. Need for a seamless transition process into the postsecondary education and/or the workplace; and,
3. Need to address access barriers for adult learners that include transportation and childcare.

There is a need for an Adult Education Program for Individuals with Disabilities because even though there are existing services for students with disabilities, there is currently no specific program addressing the needs of this group within the region. This gap exists for those individuals with mild to moderate disabilities who exit high school at eighteen years of age and for those moderate to severely disabled at age twenty-two, and are not ready to go into either the postsecondary education setting or the workforce. A program that includes noncredit life skills

and short-term CTE courses would be beneficial in preparing individuals for the postsecondary setting and/or the workforce. Several resources would be required in the development of this program.

A curriculum focused on life skill pathways such as academics, vocational, social, community, and recreation/leisure would allow students with disabilities to learn about time-management, self-advocacy, and socialization. Establishing pathways for adults with disabilities and other educational programs (short-term CTE, HSD or certification) and the workplace would be vital to the programming. Fostering relationships with local companies and industries that can offer entry-level jobs and hiring certified industry experts to teach/train would be essential in creating these transitions. Providing work experience opportunities and a mentor program at the worksite would also be beneficial.

The Work Group also saw a need to offer professional development opportunities for staff/faculty/instructors in developing an educational program for adults with disabilities; Specific training opportunities identified include Universal Design for Learning training use of assistive technology, and on how to help students with disabilities with their transition goals. Outreach services provided by counselors and Disabled Students Programs and Services (DSPS) would be key. Counselors would develop student plans in conjunction with students, faculty and staff at the K-12 districts responsible for helping students transition. A further point of discussion in the Advisory Work Group was the need to outreach to parents. The goal is for parents to have a better understanding of how their roles are changing, information and strategies to better support their adult children who have disabilities as they transition to postsecondary education (PSE), and how to access services and accommodations in PSE.

The second need is to create seamless transitions from secondary education settings into postsecondary education and/or the workplace for adults with disabilities. K-12 students with disabilities are served under Individuals with Disabilities Education Act (IDEA) regulations that place the burden of identification and service provision on LEAs, however upon graduation from 12th grade the burden shifts from LEA's to individuals to seek out accommodations and services. Many adults with disabilities are unaware of the services and options already available in postsecondary education, training and workforce development. Strategies focused on creating a seamless transition include: alignment and connection of existing and future programs, Identifying existing

programs and services. Collaborate with existing K-12 Adult Transition Programs (ATP) and existing DSPS/DSS offices to identify processes already in place to:

- Help students transition to post-secondary education (PSE) and the workplace;
- Help students access resources and services available to them in the community;
- Provide counseling, instruction and support for students so they understand how to prepare for post secondary education and the workplace;
- Facilitate student and parent meetings at K-12 school sites; and
- Provide support to k-12 transition counselors, instructors and administration; and
- Provide orientations, assessments and student educational plans consistent with the Student Success Act and college application assistance.

The third gap identified by the Work Group was that individuals with disabilities often face additional barriers to employment and education due to poverty and associated challenges in transportation and childcare. Income disparity results in an array of access issues that underlie often already significant access issues pursuant to the functional limitations caused by a disability. The Advisory Work Group recommended the following to potentially address issues of access: a). connect and coordinate with Riverside Transit Agency for discounts, access and scheduling issues; b). connect with the Parks and Recreation Departments, Public Health, Community Colleges, First Five and other childcare agencies for childcare services; and c). coordinate support services with regional partners (DOR, IRC, etc.). Necessary resources may include staffing dedicated to the coordination of transportation and childcare resources with the numerous agencies involved.

Additional content, by program area, can be found in Table 4.1.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
ABE/ASE Basic Skills					
<p>1. Lack of accessibility which includes: lack of classes of course offerings, lack of programs provided in all areas, lack of sufficient number of facilities and inadequate existing facilities.</p>	<p>1 a. Maintain existing and expand capacity to meet the regional needs (response to overcrowding and waiting lists) (Access and Capacity).</p> <p>1 b. Increase the number of class locations and types of courses to meet the regional needs (Access and Capacity).</p> <p>1 c. Provide support services and community resources which may include counseling, tutoring, child care, and transportation services (Outreach and Support Services).</p> <p>1 d. Offer additional instruction in Basic Skills remediation (Mathematics, Language Arts), increasing locations and levels of instruction to improve access (Access and Capacity).</p>	<p>Additional qualified subject area staff/faculty</p> <p>Additional facilities, equipment and supplies for class locations</p> <p>Additional administration, qualified counseling and advising staff/faculty</p> <p>Agreements with community partners to provide support services which reduce attendance barriers</p> <p>Additional special education faculty to better address learning and academic challenges</p>	<p>Current maintenance of programs: \$12.5 mil.</p> <p>Proposed increase of capacity: \$5.5 mil.</p>	<p>Adult Schools and colleges currently offering basic skills</p>	

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
ABE/ASE Basic Skills (continued)					
<p>2. Lack of assessment and curriculum functionality which includes: inconsistent methods/procedures/practices, and instruments for assessments, absence of guidance on transitional pathways, deficiency of curriculum alignment with assessment across LEAs, inadequate number of testing and assessment centers, minimal directive curriculum to meet individual student needs.</p>	<p>2a. Improve curriculum and assessment alignments between LEAs developing "crosswalks" (interchangeable) between assessment instruments and courses (Alignment of Transitions & Pathways).</p> <p>2b. Further develop and collaborate on basic skills curriculum that addresses student academic gaps which hinder persistence and advancement (Alignment of Transitions & Pathways).</p> <p>2c. Increase the number of testing and assessment centers regionally to better provide equitable opportunity for high school equivalency testing (Access & Capacity).</p> <p>2d. Integrate the use of technology into curriculum based on the needs of students (Access & Capacity).</p> <p>2e. Improve guidance services to clarify student placement, educational/career pathways, and opportunities available to students (Outreach & Support Services).</p>	<p>Task Team to determine effective assessment alignments among agencies</p> <p>Curriculum Team to establish curriculum guidelines and skill mastery criteria</p> <p>Additional certified and approved high school equivalency testing centers</p> <p>Additional computer labs equipped with appropriate software for 21st century learning</p> <p>Additional qualified counseling and advising staff/faculty</p>	<p>Estimate: \$500,000</p>	<p>Adult school and college program coordinators and faculty</p>	

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
ABE/ASE Basic Skills (continued)					
<p>3. Lack of consistent reporting methods and data, instruments, and definitions related to enrollment, growth, achievement and persistence.</p>	<p>3a. Establish clear and consistent definitions of student skill levels, placement criteria, and achievement measurements (Alignment of Transitions & Pathways).</p> <p>3b. Determine a means to track students from one agency to another (Consortium Sustainability).</p> <p>3c. Create a system for sharing student data (Consortium Sustainability).</p> <p>3d. Integrate and align data related to student achievement and program completion (Consortium Sustainability).</p>	<p>Interagency collaboration team to create definitions, baselines, and matrix</p> <p>State determined student data information system</p> <p>Documentation of alignments</p>	<p>Estimate: \$200,000</p> <p>Undetermined</p>	<p>Data systems specialist from adult schools and colleges</p>	
<p>4. Lack of Adequate Technology Resources which includes: access to technology, appropriateness of technology available, consistency in use of technology among agencies, sustainability of current technological innovations, competent staff specialist and training</p>	<p>4a. Improve the inequitable access to technology (Access & Capacity).</p> <p>4b. Replace outdated equipment and software (Access & Capacity).</p> <p>4c. Provide technology compatible to student learning needs (Access & Capacity).</p> <p>4d. Create a long-term plan to maintain technology resources (Access & Capacity).</p>	<p>Increase availability of technology labs</p> <p>Technology upgrades</p> <p>Technology Maintenance Plan</p>	<p>Estimate: \$2 mil.</p>	<p>Information Technology Depts from adult schools and colleges</p>	

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
ABE/ASE Basic Skills (continued)					
<p>5. Lack of qualified faculty with proper credentials, experience, and skill sets to meet the capacity of delivering basic skills education.</p>	<p>5a. Increase the number of highly qualified teachers and faculty (Access & Capacity).</p> <p>5b. Increase the number of qualified support staff such as clerical, data technicians, instructional assistants, security and custodial (Access & Capacity).</p> <p>5c. Increase the number of program coordinator/administration support (Access & Capacity).</p>	<p>Staff recruitment, screening and processing</p> <p>Professional development and new staff orientation</p>	<p>Estimate: \$200,000</p>	<p>Human resources from adult schools and colleges</p>	

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Courses for Immigrants (ESL/Citizenship)					
<p>1. Demand for ESL classes exceeds available offerings; Currently some ESL courses at Adult Schools have from 60-70 students in one class and courses are being taught on limited hours per week, multi-level classes taught in one class.</p>	<p>1a. Institute mandatory policy limiting class size, requiring level cohesiveness. Implement attendance policy to enhance student commitment and consistency to prepare students for transition into community college (Access & Capacity).</p> <p>1b. Assess demand for ESL courses at Adult Schools and establish priorities.</p> <p>1c. Identify locations and staffing needs (Access & Capacity).</p> <p>1d. Conduct environmental scan and monitor enrollment data (Alignment of Transitions and Pathways).</p> <p>1e. Provide professional development opportunities for faculty/staff. See 6.1 (Consortium Sustainability).</p>	<p>1a. Dedicated funding for adult education ESL</p> <p>1a. Collaboration among adult schools to set consistent policies and standards.</p> <p>1b Collaboration time needed among adult education groups.</p> <p>1b-1c. Data collection to establish need</p> <p>1d. Access to data: environment scan and enrollment data.</p> <p>1d. Resource Analyst</p> <p>1e. Designated time and funding for faculty to participate in professional development opportunities</p>		<p>1a. Adult School Administrators and instructors</p> <p>1a. School District Coordination</p> <p>1b. same as above</p> <p>1c. same as above</p> <p>1d. same as above</p>	<p>1a-c. Generate and compare a semi-annual or quarterly reports to measure consistency of the policies.</p> <p>1d. Yearly measurement of enrollment and analysis compared to baseline data</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Courses for Immigrants (ESL/Citizenship) (continued)					
<p>2. Adult school and community college student expectations and curriculum are not in alignment . Modify ESL courses within Adult Education to better meet the needs of the students in order to matriculate to college .</p>	<p>2a. Identify and standardize key aspects of community college culture/structure that should be mirrored in adult schools, such as required text books, homework, classroom readiness, required participation and academic standards (Alignment of Transitions & Pathways).</p>	<p>2a. Coordination among Adult Ed. providers and Community Colleges ESL programs. Designated Community College representative responsible for collaboration. Adult education ESL administrator</p>		<p>2a. Adult Ed. ESL administrator. Community College faculty representative, TSA</p>	<p>2a. Develop a list of criteria for Adult schools to implement considering matriculation to community colleges 2b. Assess implementation through instructor feedback/ student survey/teacher survey</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Courses for Immigrants (ESL/Citizenship) (continued)					
<p>3. The lack of mechanism to track ESL students between adult schools and into community college. (Progression, retention, persistence and success). Lack of identification of "student success"/How do we find and measure success for different student academic, professional and civic goals?</p>	<p>3a. Create a unified student identification system that will allow student matriculation, persistence, success, and retention to be tracked from Adult School to community college and CTE programs (Consortium Sustainability).</p> <p>3b. Create an implementation plan (Consortium Sustainability).</p> <p>3c. Develop a computerized tracking system (Consortium Sustainability).</p>	<p>3a. Collaboration time needed to develop implementation plan.</p> <p>3b. Software program for tracking system,</p> <p>3c. Analyst Specialist funding,</p>		<p>3a. Community College admissions and records and adult ed. administration (statewide?)</p>	<p>3a. Establish a state-wide reporting system through the chancellor's office (data mart)</p> <p>3b. Generate reports from the software.</p>
<p>4. Lack of resources and technology at Adult Schools.</p>	<p>4a. Evaluate available resources and prioritize the needs (Access & Capacity).</p>	<p>4a. Create a list based on the need.</p> <p>4b. Funding dedicated to providing resources and technology.</p> <p>4c. Technicians and staff to support installation and training.</p> <p>4d. Dedicated funding to maintain operations.</p>		<p>4a. Adult school administration and CASAS accountability.</p>	<p>4a. Analyze and compare the efficiency of the resources acquired and share best practices.</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Short-term CTE/Programs for Apprentices					
<p>1. Lack of awareness and participation of Short Term CTE programs for adults in the region.</p>	<p>1a. Educating counselors, parents, faculty, staff, and school boards about CTE programs (Consortium Sustainability).</p> <p>1b. Create "College Day/Night" for students to find out about CC (CTE, BS, Apprenticeships, Support Services) (Consortium Sustainability).</p> <p>1c. CCs to require students to complete one CTE class as part of AA/AS graduation requirements (Alignment of Transitions & Pathways).</p>	<p>1a. Networking/ Outreach</p> <p>1b. Staffing (Outreach Specialist) Possible stipends for faculty participation, OT for classified staff. Focus on gender and nontraditional populations.</p> <p>1c. Modification to local district graduation requirements</p>	<p>1a&b. \$10k for each college-\$30k total</p> <p>1c. Faculty & staff time</p>	<p>1a-b. Each regional USD</p> <p>1c. RCCD</p>	<p>Increased enrollments in AE CTE classes</p> <p>Increased enrollments in HS CTE classes</p> <p>Increased enrollments in CC CTE classes</p>
<p>2. Need to increase the number of short-term CTE programs offered in region</p>	<p>2a. Ensure AE offerings are not duplicated (unless needed) to ensure effectiveness in planning. Communication between organizations to coordinate offerings (Access & Capacity).</p> <p>2b. Need to determine what short-term AE CTE programs should be offered, validated by industry and regional needs (via industry advisory group minutes or industry certification adoption) (Alignment of Transitions & Pathways).</p> <p>2c. Create new Short Term CTE classrooms and training labs for adults at multiple CC, and AE sites (Access & Capacity).</p>	<p>2a. Communication and networking. Create a Regional CTE Director position.</p> <p>2b. Hire a consultant to develop regional Short-term CTE strategic plan to identify gaps in offerings</p> <p>2c. Purchase instructional equipment for new Short Term CTE program offerings</p>	<p>2a. \$120k annually</p> <p>2d. \$60k (also included above)</p> <p>2c. \$1,376,501 divided amongst partners</p>	<p>Region</p>	<p>Number of dedicated staff focused on CTE regionally</p> <p>Existence of a regional CTE strategic plan</p> <p>Number of new Short-Term CTE labs in the region</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Short-term CTE/Programs for Apprentices (continued)					
3. Lack of pre apprenticeship programs	3a. Work with local (unions and non-union) apprenticeships and develop relations with the AEs, HSs and CCs to develop pre-apprentice programs (Outreach & Support Services) . 3b. Create pre-apprenticeship programs in information technology, manufacturing, and healthcare (state priorities). Identify the opportunities by meeting with targeted employers (Outreach & Support Services) .	3a Dedicated staff for building these programs - one at each CC within RCCD (n=3). \$350k 3b. A fulltime Apprenticeship Director to serve the region	3a. \$120k per college. \$360k total 3b. \$120	Region	Delta of approved apprenticeship programs in the region Delta of pre-apprenticeship programs in the region
4. Lack of awareness about apprenticeship programs	4a. Team up with local apprenticeships to educate counselors, parents, faculty, staff, and school boards about apprenticeship programs (Outreach & Support Services) . 4b. Promote and raise awareness of (pre) Apprenticeship programs in the community (Outreach & Support Services) .	4a. Outreach; presentations 4a. Union Boot Camp educational programs 4b. A fulltime Apprenticeship Director to serve the region.	4a. \$30k 4b. \$120k	4b. RCCD	Increase in number and frequency of promotional events/activities within the community raising awareness of apprenticeships

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Short-term CTE/Programs for Apprentices (continued)					
<p>5. Lack of sustained integrated approach/funding</p>	<p>5a. Develop criteria and a matrix to evaluate the success of programs to determine which programs should receive continued funding (Alignment of Transitions & Pathways).</p> <p>5b. Since categorical funding goes away from successful programs (e.g. boot camps), create central inventory of equipment and resources that can be used regionally by others (Access & Capacity).</p> <p>5c. Use AB86 funds to create a regional CTE endowment specifically for CTE summer camps, CTE boot camps, and CTE pre-apprenticeship programs (Consortium Sustainability).</p>	<p>5a-b. Dedicated staff time</p> <p>5c. Dedicate 10% of all regional AB86 grant funding to establish this CTE endowment and secure this vital function in perpetuity. Eligibility and application (mini-grant) process to be established with regional committee to determine allocation of endowment funding annually for CTE program purposes.</p>	<p>5a-b. Dedicated staff time</p> <p>5c. 10% of all AB86 funding</p>	<p>Region</p>	<p>Establishment of a regional CTE endowment</p> <p>Development of criteria and matrix to evaluate use of CTE endowment funds</p>
<p>6. Lack of capacity to serve present and future adult learners (number of CTE instructors, CTE counselors, apprenticeship coordinators); cannot provide stackable certificates because there is a lack of capacity</p>	<p>6a. Increase human capacity to offer additional stackable certificates (Alignment of Transitions & Pathways).</p> <p>6b. Facility inventory across districts of available space and equipment for CTE offerings; with intention of sharing and cross-pollinating students/facilities/equipment (Access & Capacity).</p> <p>6c. Legal coordination of sharing of equipment/facility across district boundaries (Consortium Sustainability).</p>	<p>6a. Build up the infrastructure to accommodate the students via dedicated faculty/staff time to review curriculum and develop stackable certificates.</p> <p>6a. Funding for dedicated CTE instructors to collaborate with HSs, CCs, and AEs to increase capacity of short term CTE offerings.</p> <p>6b. facility/equipment mapping of CTE assets regionally</p> <p>6c. District buy-in, legal counsel approval, accreditation approval</p>	<p>6a. \$300k per site for dedicated CTE faculty/instructors</p> <p>6b. \$50k for consultants to complete mapping</p> <p>6c. District leadership and staff time</p>	<p>Region</p>	<p>Number of dedicate CTE faculty/instructors</p> <p>Completion of regional CTE asset map</p> <p>Completed MOUs to share facilities & equipment</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Short-term CTE/Programs for Apprentices (continued)					
<p>7. Need to increase the number of committed industry partners</p>	<p>7a. Need to work more closely with industry to get the students in the door; (trial internships that may lead to employment etc.) (Outreach & Support Services).</p> <p>7b. Formulate earn and learn employment options and/or offer more internships opportunities (Outreach & Support Services).</p> <p>7c. Connect with the Chamber of Commerce to identify industry needs and recruit industry partners (Outreach & Support Services).</p> <p>7d. Encourage employers to post preference in their job postings for regional CTE certificates/credentials</p> <p>7e. USD/CC host joint Industry Advisory Meeting (not separately) (Outreach & Support Services).</p> <p>7f. Create incentive to engage industry in workplace learning activities? (e.g. South Carolina and Wisconsin offer a state tax credit for employers provide apprenticeship programs) (Outreach & Support Services).</p>	<p>7a-e Create network of local outreach teams to reach out to businesses to help them understand the importance of industry involvement.</p> <p>7a-e. Fully staffed Career Centers with a fulltime Director at every CC that works regionally with AEs and industry</p> <p>7a-e. Dedicated Internship Coordinator at each CC that works regionally with AEs and industry</p> <p>7f. Work with Policy Consultant to draft state resolution (assembly bill) in collaboration with local legislators to create state tax incentive for participation in Earn-and-Learn programs.</p>	<p>7a-e. Career Center Director \$150k per site (3 CCs) \$450k total</p> <p>7a-e. Internship Coordinator \$100k per site (3 CCs) \$300k total</p> <p>7f. hire Policy Consultant \$60k</p>	<p>7a-e RCCD</p> <p>7f. Region</p>	<p>Greater participation and documented commitment from regional employers and industry groups</p> <p>Number of dedicated staff focusing on employer-engagement activities</p> <p>Changed legislation incentivizing Earn-and-Learn programs</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Short-term CTE/Programs for Apprentices (continued)					
<p>8. Need for Joint Articulation agreements and dual enrollment process between AEs and CCs</p>	<p>8a. Establish a joint articulation and dual enrollment committee consisting of AE and CC key personnel (Alignment of Transitions & Pathways).</p> <p>8b. Design process for districts and CC to build understandings of each other's systems, curriculum, assessment processes, and resources (Alignment of Transitions & Pathways & Consortium Sustainability).</p>	<p>8a-b. Time and support for committee members to define and create roles</p> <p>8a-b. A review of models of articulation, other district policies, and successful dual enrollment models</p>		<p>AEs, CCs, Board members</p>	<p>Increase of articulation agreements</p> <p>Change in dual enrollment policies/ processes</p>

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Educational Programs for Adults with Disabilities					
<p>1. Need for an Adult Education Program for Individuals with Disabilities. Currently, there are no programs offered in the region.</p>	<p>1a. Increase the number of physical locations that offer educational programs for adults with disabilities. Identify locations for facilities that are accessible from public transportation routes (Access and Capacity).</p> <p>1b. Connect with Riverside Transit Agency (RTA) for routes and discounts (Outreach & Support Services).</p> <p>1c. Develop five life skill pathways that include noncredit courses covering academics, vocational, social, community, and recreation/leisure. i.e. time-management, self-advocacy, socialization, job shadowing, recreational leisure) (Alignment of Transitions & Pathways).</p> <p>1d. Provide professional development opportunities for staff/faculty/instructors (Consortium Sustainability).</p> <p>1e. Short-term CTE - Pathway; Connect with WIB to identify needs in labor market. Develop noncredit courses to assist students in obtaining skills necessary for entry level jobs in fields including but not limited to: forklift driving, customer service rep, clerical, cashier, food service, warehouse, facilities maintenance, assembly and construction. Pathways will be aligned to local labor market needs. Reach out to local companies and industries to obtain entry-level skill requirements. (Alignment of Transitions & Pathways & Consortium Sustainability).</p> <p>1f. Create a pathway to High School Diploma or Certification, HiSET, GED or TASC (Test Assessing Secondary Completion). Collaborate with existing program to determine best practices (Alignment of Transitions & Pathways).</p>	<p>1a. Facilities on the three college campuses;</p> <p>1b. Discounts from RTA.</p> <p>1c. Develop courses, job descriptions for staff, Department of Rehabilitation (workability), Inland Regional Center (IRC), assistive technology. Hire a Life Coach.</p> <p>1c. Professional development services for staff.</p> <p>1d. Universal Design for Learning training (UDL)</p> <p>1d. Assistive Technology</p> <p>1e. Identification of local labor market (WIB).</p> <p>1e. Creating and fostering relationships with local companies and industries that can offer entry-level jobs.</p> <p>1e. Hire certified experts to tech/train.</p> <p>1f. WASC Approval. Hire Counselor. Hire faculty.</p>		<p>1a. RCCD, IRC and local education agencies (LEA) from region.</p> <p>1b. RTA</p> <p>1b. RCCD, Department of Rehabilitation, RCOE, Workforce Development, IRC and LEAs.</p> <p>1d. RCCD, DOR, RCOE, Workforce Development, LEAs</p>	

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Educational Programs for Adults with Disabilities (continued)					
	<p>1g. Outreach Disabled Students Programs and Services (DSPS) DSPS Counseling services: will include outreach, seminars, group counseling and instruction, individual counseling, train the trainer, paper materials, web-based materials, etc (Outreach & Support Services).</p> <p>1g. Counselors and students will determine which option is best for individual student. Counselors will develop student education plans in conjunction with faculty and staff at the K-12 Member districts who are responsible for helping students transition i.e. through Individualized Transition Plans (ITPs), with support from the Adult Transition programs (ATPs), etc Provide orientations assessments and student educational plans consistent with the Student Success Act (Outreach & Support Services).</p> <p>1h. Outreach to parents. Counselors will help facilitate the communication to parents/students. Deliver parent and student seminars, discussion groups and 1:1 contact (Outreach & Support Services).</p>	<p>1g. Hire 3 DSPS Counselors. Identify assessments used at orientation and educational plans consistent with Student Success Act.</p>			

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Educational Programs for Adults with Disabilities (continued)					
	<p>1i. Presentations to parents and students will include information related to preparation for transition such as: academics, social skills, organization, vocational skills, mobility, and the independent living skills. Building on existing community infrastructure so that students with disabilities who have left the K-12 school districts, and who do not have the supports they need for work, school and community integration will have better means to get connected to services and supports available to them at school and in the community; Connections needed with Department of Rehabilitation, Regional Centers, Riverside County Health, Riverside Transportation Authority, Social Security, Medi-Cal, In Home Support Services, and many more. Counselors will be based on the college district campuses and will meet with students, parents, transition staff, and instructors on the K-12 campuses. The need for counselors will likely far exceed the 3 identified for initial implementation (Outreach & Support Services).</p> <p>1j. Provide work experience opportunities (internship/ volunteer and paid positions) by creating a Work Experience Office to facilitate the opportunities. Offer On-The-Job (OJT) program, Internships with local companies and government entities (city, county). Collaborate with existing programs to determine current best practices (Outreach & Support Services).</p> <p>1k. Create a mentor program to peer mentor on the worksite. To assist with problem solving, answer questions. Also, recruit retiree volunteers, industry mentors, etc (Outreach & Support Services).</p>	<p>1j. Hire Coordinator, job developer, job coach,</p>			

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Educational Programs for Adults with Disabilities (continued)					
<p>2. Need to create seamless transitions into postsecondary education and or the workplace.</p>	<p>2a. Align & connect existing and future programs to create seamless transitions into postsecondary education and or the Workplace (Alignment of Transitions & Pathways).</p> <p>2b. Identifying existing programs and services. Collaborate with existing K-12 Adult Transition Programs (ATP) and existing DSPS/DSS offices to identify processes already in place to: a.) help students transition to PSE and the workplace. b.) help student's access resources and services available to them in the community. Identify the gaps in current processes that are used to help students transition and connect with services for PSE and the workplace. (Alignment of Transitions & Pathways and Outreach & Support Services).</p> <p>2c. Provide counseling, instruction and support for students so they understand how to prepare and become more ready for PSE and the workplace. The DSPS counselors will: Implement newly identified strategies that would better connect students transitioning from K-12 to PSE, the workplace, and services in the community. Provide transition counseling to students on their K-12 and/or PSE school sites (Outreach & Support Services).</p> <p>2d. Conduct student and parent meetings at K-12 school sites. Attend some IEP/ITP meetings at K-12 sites. Develop materials to help students and parents understand the difference between K-12 and PSE (Outreach & Support Services).</p> <p>2e. Provide support to k-12 transition counselors, instructors and administrators (Outreach & Support Services).</p> <p>2f. Provide orientations, assessments and student educational plans consistent with the Student Success Act. Onsite assessments prior to student educational plan (math, reading, English) for moderate individuals. Advantageous if student tests in a familiar environment. College application assistance. (Alignment of Transitions & Pathways)</p>	<p>2c. Hire counselors</p> <p>2d. Develop materials to help students and parents understand the difference between K-12 and PSE. Develop materials to help students and parents understand the steps needed to apply for PSE and community services in a timely manner.</p>			

Table 4.1: Implementation Strategies to Address Identified Gaps (continued)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment
Educational Programs for Adults with Disabilities (continued)					
<p>3. Need to address access barriers for adult learners such as transportation and childcare</p>	<p>3a. Connect with Riverside Transit Agency for discounts (Outreach & Support Services).</p> <p>3b. Connect with the Parks and Recreation Department and/or Public Health for childcare services. (also part of Gap #1) (Outreach & Support Services).</p> <p>3c. Coordination of supportive services with regional partners (DOR, IRC, etc) (Outreach & Support Services).</p>				

Objective 5: Plans to Employ Approaches Proven to Accelerate a Student's Progress Toward His or Her Academic or Career Goals.

Evidence-based strategies, contextualized learning, joint programming strategies,

Description

Advisory work group members in the consortium recognized a number of approaches which could be implemented to accelerate a student's progress toward his or her academic or career goals. Some of the key approaches identified are the following:

- Analyze and evaluate current assessment practices;
- Influence student academic maturity;
- Clearly defined pathways towards completion
- Embedded student supports and outside of class supports;
- Establish classes based upon student instructional level and avoiding multi-level classes;
- Expand the variety of instructional delivery options for students across the region;
- Counseling and mentoring support services; parent outreach services
- Student Plans based on educational goals developed from academic and career assessments;
- Creation of non-credit programs for adults with significant disabilities;
- Establishing pathways aligned with and connected to local labor markets;

- Developing a process for student release of information to allow parents to assist in navigating the post-secondary educational system.
- Accelerated courses

Assessments: It is essential that the Region analyze and evaluate current assessment practices to better serve the students with placement and a much successful transition to higher education or to meet their educational goals. There is a need to provide adequate and updated assessment instruments for adult learners in the region. The data from assessments can be utilized to drive instruction and identify and measure student performance and academic needs. The task and activities needed to implement this approach include an appropriate initial intake of formal assessment for incoming students. There can also be ongoing informal assessments throughout the semester using teacher quizzes and tests.

Academic maturity: The influence of student academic maturity is critical in students' progress towards academic growth. There is a need to provide students with strategies that can build their sense of belonging and commitment into the school environment. Individualized student plans effectively help students understand and know where they are in their courses and advancement toward educational goals. Students require tools for self-monitoring with progress reports, assessment reports and attendance reports which measure students' progress and accountability. There is also a need to offer guidance and assistance for academics, emotional and social support. Some of the other activities recommended are to offer workshop and guidance lesson on (self-esteem, study groups, mentoring, study skills, etc.)

Clear Pathways: Creating clear pathways and educational plans by streamlining pathways between CC ESL and Adult Education ESL. The first step in this plan is to align AE curriculum to CC ESL curriculum integrating with the Common Core State Standards so that students transition into higher education. Once the curriculum is in place, consistent pedagogically and sound environment at adult education providers can be considered (limitation of class size, defined levels, standardized attendance, adequate staffing and resources).

Adult school and CC instructors, counselors, and administrators can define clear pathways toward "completion," whether "completion" be defined as an ESL certificate of completion, a CTE certificate, an AA, or entering into the workforce. Once identified, these pathways should be clearly communicated to students

through counselors in an advising process by implementing a student plan. With populations that are not adequately prepared for college-level work, it becomes increasingly important that the institutions provide an intensive intervention process for getting them on an appropriate pathway. Providing information online and through other means may be beneficial as support including face-to-face interaction and consistent follow up. Students would benefit from a semester-by-semester tracking software where they could see their plan online linked with appointments with a counselor to update their plan every semester. With an adequate tracking system in place, students who complete educational student plan at the adult education level could be evaluated based on progression, success, persistence, and completion.

Embedded Student Support: Supplemental instruction in the classroom and workshops has been shown to be a successful effective acceleration method that enhances success. Many community colleges already have programs in place which could be adapted to adult education. At RCC, students who have successfully completed ESL and English are recruited to become Sis. They are trained and matched with instructors who have also been trained. Through the semester, the student attends the class with the students to model behavior and help the instructor with interactive lessons. Outside of class, the SI and instructor collaborate to design workshops for students to attend that supplement or augment instruction in the class. If students from the CC ESL program could be recruited to become SI for the AE ESL program, the students could effectively defuse much of the anxiety that is associated with moving from one program to the next. The AE instructors could go through the same training that is provided to the CC instructors. Funding for SI will have to be considered through grants or basic skills funding. The SI program at RCC includes student surveys at two points through the semester and has an extensive feedback system for instructors and SI. Ideally, the AE SI Program could be run in the same way. An extension of this activity would be to have instructors from the CC visit AE classrooms or invite AE students to visit a CC ESL class so that they can see how classes work before attending.

ESL Student Support Centers: Some community colleges and adult education centers (Centennial from Santa Ana's district for instance). ESL students greatly benefit from external support in the form of audio-visual activities. However, centers such as these are often underfunded and minimized as non-essential. If centers are centralized and share resources, they can greatly enhance students'

success in language learning. This would require participation of the community college faculty and collaboration with adult education faculty.

An additional strategy is to identify adult education students testing directly below transition level (CASAS or TABE) and enroll them in community college courses with at-level students. Curriculum support for the embedded student is also recommended, which would require instructor release time and funding. Also would require up-to-date monitoring of student success. Additionally it may require dedicated course offerings with seats reserved for AE students and would require priority registration for said students at the community college.

Learning Communities: Another form of acceleration is the learning community, which involves combining courses to enhance student success (English + a 1 unit reading course) or to link with a content area (ESL + automotive training). This model, known as the IBEST model could be employed in either the CC or AE ESL programs as a way to move students along a specific pathway or to ensure success. Recruitment and enrollment in these courses is usually the most challenging part of this process and is often foiled by the lack of dedicated personnel. If this approach is considered, the institutions should have a dedicated counselor in place for recruitment and logistics to coordinate between faculty, students, departments, and in this case institutions.

Outreach/Counseling/Mentoring: Strategies and services such as outreach, seminars, group counseling and individual counseling, mentoring, train the trainer and the provision of informational materials are all intended to accelerate student success by helping to ensure the following:

- Student plans are developed from academic and vocational assessments to meet long-term educational and vocational goals consistent with the Student Success Act.
- Services and supports move students quickly and as seamlessly as possible from their K-12 schools to post-secondary education and the workplace through individualized pacing.
- Get connected with key resources on campuses and develop partnerships in the community with organizations and services that will be critical to student success.
- Establish pathways with local labor markets/businesses to obtain entry-level skills requirements and develop courses and mentoring opportunities specific to occupational pathways.

- Explain expectations for transition to post-secondary education and the workplace specifically for individuals with disabilities and their parents. .
- Noncredit program with entry and exit criteria emphasizing functional academic and life skills, along with vocational skill development for individuals with significant disabilities.
- Procedures to allow parental involvement to assist students in navigating the system with support specifically for individuals with disabilities.

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals.

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Integrate assessment practices and student placement (Alignment of Transitions & Pathways)	Develop appropriate initial intake assessment(s); ongoing formal and informal assessment instruments; use data to drive instruction and to place students properly.	Interagency collaboration on assessment instruments and shared practices		Adult School and colleges offering basic skills	
Influence student academic maturity (Alignment of Transitions & Pathways)	Create individualized education plan; progress reports; self-monitoring of short and long term academic/career goals, re-evaluate goals as appropriate	Checklist of individual study plan components Shared goal setting strategies and practices		Adult schools and college program coordinators	
Develop level defined classes (avoid multi-level classes) (Alignment of Transitions & Pathways)	Obtain appropriate instructional materials for sequential basic skill development;	Standards for ABE/ASE skill indicators		Basic skills program administrators/c coordinators	
Expand a variety of instructional delivery options (Alignment of Transitions & Pathways)	Provide blended and distance learning opportunities; integrate technological skills into curriculum; identify and accommodate variety of learning styles.	Technology and software for supplemental instruction, appropriate curriculum, evaluation instruments		Basic skills program administrators/c coordinators	
Provide opportunities for student connections (Outreach & Support Services)	Increase tutoring support, mentoring, events and activities, celebrations, and recognitions	Staff, volunteers, student leaders, community sponsors		Counselors, advisors, support staff	

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Streamline pathways between ESL and Adult Secondary Education or post-secondary education (Alignment of Transitions & Pathways)	<ul style="list-style-type: none"> a. Align AE curriculum to community college courses in lieu of common core b. Create a pedagogically sound environment to implement curriculum at Adult Ed. (limit class size, enforce attendance policies) c. Define clear pathways (course offerings leading to CTE, AA degree, or transfer) d. Provide trained counselors, orientation, and placement testing to improve matriculation. 	<ul style="list-style-type: none"> a. Release time/funding for faculty to align curriculum, standards, and resources b. Evaluate current enrollment and attendance policies c. Release time/funding for faculty and counselors to define pathways d. Provide an assigned counselor(s)/outreach to provide orientations, on-site (Adult Ed.) testing, registration, and orientations. d. Provide field trips to the community college (tour of campus, classroom, bookstore, registration site/meet faculty) 		<ul style="list-style-type: none"> a. CC and AE faculty b. AE administration based on recommendations c. CC and AE faculty and counselors d. CC counselors working in conjunction w/ CC and AE faculty 	<ul style="list-style-type: none"> a. Create an SLO alignment matrix. b. CC and AE faculty and student surveys c. Establish a yearly review of student progression w/ pathways d. Evaluate number of student matriculating participating in orientation process vs. non-participating

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Identify Student Goals and Create a Specific Education Plan/Pathway starting at AE level (<i>Alignment of Transitions & Pathways</i>)	a. Counselors work w/ students at AE level to create an educational plan (face-to-face—not online) b. track student progress from semester to semester to monitor progress and provide incentives to reach goal c. Follow up appointments w/ counselors	a. dedicated counselor(s) at adult education level b. Education Plan for AE			a. Track completion of Student Education Plans c. Track follow up appointments c. Evaluate student progress (with ed plan vs. w/o educational plan.)
Embedded Student Support—Supplemental Instruction in the classroom and workshops (<i>Outreach & Support Services</i>)	a. Secure funding for SI b. Identify students who have successfully matriculated from AE and completed CC ESL courses to participate c. Train students as SI	a. Funding b. Instructor recommendation c. If CC has SI program, they can train SI to work w/ AE students		CC	Student and faculty surveys regarding best practices/student participation in SI Sessions and student success in coursework
Embedded Student Support—Community College Instructors visit AE classrooms (<i>Outreach & Support Services</i>)	a. Solicit participation of CC faculty. b. Establish goals of faculty visit (teaching, orientation, bridge)	a. Funding for faculty b. Collaboration between CC and AE faculty		CC and AE faculty	Student response survey at end of class Statistical impact of class visitations on matriculation numbers (classes visited vs. classes w/o visit)

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Outside of Class Support: ESL Support Centers @ AE and CC (ideally with concurrent access) <i>(Outreach & Support Services)</i>	a. Identify best practices for support centers or writing centers	a. Identify location b. Funding for resources (computers, lab, language learning software, directed learning activities, faculty and tutors)			
Accelerated courses: Embedded students <i>(Alignment of Transitions & Pathways and Outreach & Support Services)</i>	a. Identify AE students testing directly below transition level (CASAS or TABE) b. Enroll these students in CC courses w/ at-level students c. Create support curriculum structure d. Provide support for embedded AE students in the form of another (1-2 unit) lass/workshops/SI or combination	a. Dedicated course offerings with seats reserved for AE accelerated students (priority section enrollment) b. Outreach to students and help w/ enrollment (counseling) c. Instructor release time/funding to create curriculum d. Funding and/ location for support services		CC and AE faculty	Evaluate success of students participating in accelerated course vs. those who are not.

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Accelerated courses: Learning Community <i>(Access & Capacity and Alignment of Transitions & Pathways)</i>	a. Identify participating faculty members b. Identify the most beneficial LC: AE course linked w/ content area instruction or AE course linked w/ counseling course (CC Student Success) c. Create LC (curriculum/materials as needed) d. Offer Classes e. Recruit and enroll students	a. Faculty (CC and AE) participation to identify LC and curriculum/materials			Student success data and student survey responses
Credit by Examination <i>(Access & Capacity and Alignment of Transitions & Pathways)</i>	Establish a joint instructional team. Research options to secure joint board approvals of challenge exam(s) Develop challenge exams. Create schedule for offering challenge exams. Advertise and recruit students for exam. Award credit based on results of exam. Update transcripts.	Instructional materials for exam, e.g. DVDs for listening portion of an exam Faculty to create exams. Copy production of the exam Recruitment materials development Testing facilities Staff to administer exam Registrar/guidance personnel to input scores	unknown	CCs and AEs	Number of students taking exam Number of Students getting transcribed credit from Credit by Exam process
Increase College/career guidance <i>(Outreach & Support Services)</i>	Participate in YEMP program by having industry representatives come to speak about their field/career, the requirements of that occupation, and basic employability/retention skills.	Create/Maintain a list of names of organizations with in the Region that can be easily accessed.	time	Region	Increase in employment and students going to any college.

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Develop a ABE college and career readiness class for English and Math (Access & Capacity and Alignment of Transitions & Pathways)	Material that covers 9-12 curriculum and Common Core material.	Time for Curriculum Design or vetting.	\$20,000 depending on number of hours.	Collaboration with College teachers and adult education teachers.	Increase passing rate on entrance exam for the Community College.
Counseling Support Services (Outreach & Support Services)	Training students on employment skills Education and training on resources available to individuals with disabilities Travel planning programs Expansion of current programs for outreach to students and parents, bilingual assistance, and underrepresented groups. Information on college services and resources for parents of individuals with disabilities More staff for Welcome Centers at Community Colleges Teacher and Counselor Training on available resources such as Caravans to visit facilities such as Workforce Development Centers	Counselors at Adult Education locations and Community Colleges Dedicated counselors for individuals with severe disabilities Access to the Adult Education sites Partnerships with other service providers (e.g. RTA) Resource Guide			

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Mentoring opportunities (career and community college) (Outreach & Support Services)	Mentor recruitment program Contacting retired business executives, teachers through organizations such as AARP and Office on Aging, Community Access Centers, Blind Support and service organizations (Soroptimist, Kiwanis, Women's Improvement Club), School District Foundation Training for mentors A lower classification for a "mentor" not a counselor Study groups	Program Guidelines Volunteers AVID is a good program to consider			
Offer back courses: Guidance 45 and 48 to the high schools and adult education sites (Access & Capacity)	Training for faculty Curriculum Partner with other organizations (e.g. WIB) Review current programs such as Guidance 47 at RCCD (Partnership with Dept. of Rehab)	Faculty to teach Concurrent credit from High School and Community College (2 credits)			

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Assessments and student educational plans consistent with the Student Success Act (<i>Alignment of Transitions & Pathways</i>)	Matching forms and assessments at the K-12 level to improve consistency and efficiency with the Student Success Act of 2012 Determine plan outcomes, progression and completion (including completion and how long a student should be in the program) Determine what successful completion of Student Educational Plan looks like Determine and define program "exit"	New forms			
Outreach services to parents (<i>Outreach & Support Services</i>)	Target outreach to underrepresented and non-English speaking families Have outreach at high school sites for parents Specialized welcome services for parents and/or students	On-line resource guide Hotline Something similar to College 311 specific to individuals with disabilities			

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
<p>Creating new non-credit programs for adults with severe disabilities including but not limited to intellectual disability (ID), autism spectrum, blind/visual impairment, deaf/hard of hearing, Traumatic Brain Injury (TBI), psychological and mobility impairment for transitioning to non-supported employment (Access & Capacity)</p>	<p>Course and curriculum development for life and employment skills as well as assistive technology. Recruit faculty and develop job descriptions including minimum qualifications.</p> <p>Extending the length of current CTE Courses to accommodate the pace that may be need for course completion.</p>	<p>Assistive technology including but not limited to JAWS, Smart Pen, Apps, speech recognition software, iPads, screen reader, ergonomic keyboards & mouse pads and others based on individual need.</p>			
<p>Establish pathways for local labor markets (Alignment of Transitions & Pathways)</p>	<p>Outreach to local companies and industries to obtain entry level skill requirements</p> <p>Offer short-term courses to meet entry level requirements for specific occupation</p> <p>Adapt an existing pathways course and refresher for K-12, Adult Ed, and Community College (note-taking, test taking, collaborating with Resource Centers, computer skills)</p>	<p>Easier way to navigate system</p> <p>Employer Engagement</p> <p>Labor market information</p> <p>Industry Tours</p>			

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals. (cont.)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member	Methods of Assessment
Release of Information form to allow parents to assist the student with navigating career and post-secondary education systems <i>(Outreach & Support Services)</i>	Check with Legal Counsel Approval from Chancellor's, Superintendents, and Workforce Investment Board	Legal counsel to determine if this is feasible			

Objective 6: Plans to Collaborate in the Provision of Ongoing Professional Development Opportunities

Professional development to help achieve greater program integration and improve student outcomes.

Description

Advisory Work Groups starting in October, focused on providing recommendations for professional development opportunities and collaborative professional development approaches. Advisory Work Groups provided recommendations for a collaborative professional development plan (See Tables 6.1 and 6.2).

Professional Development

Effective professional development can be used to develop strategies that play key roles in fostering learner persistence and goal achievement. Strategies like team building, critical thinking, and problem solving support improved student outcomes and higher quality of instruction. Significant and effective professional development will be required to deliver a revised and bold approach for adult learning moving forward throughout California.

Currently, staff can access information on content, instruction, competencies and materials through a variety of means and media. In-services and on-site workshops provide face-to-face collaborative opportunities for the sharing of ideas and methodologies. Websites including CALPRO, OTAN and CASAS may be accessed to research and study new pedagogical strategies that can be used in the adult classroom to address Common Core and the new HSE tests like

HiSET, TASC and GED 2014. However, for region-wide collaboration, additional financial resources must be allocated to target such activities such as establishing a regional Professional Learning Community (PLC).

ABE/ASE Basic Skills faculty/staff should be encouraged and provided opportunities to attend professional development activities that focus on the following areas:

- Content, instructional strategies, scoring, student competencies required to pass, and available instructional materials related to the existing High School Equivalency exams.
- Content, instructional strategies, student competencies required to pass, and available instructional materials related to implementing the Common Core Standards for high school diploma completion programs.
- Leadership Project webinars that focus on the integration of technology into the classroom.

Professional development for adult education instructors is essential. Dedicated time for **ESL instructional** planning and alignment of curriculum will allow for a cohesive program. Instructors in the Work Group indicated that fact-to-face and online workshops of a professional learning community would assist in sharing best practices, instructional strategies and professional expertise. The emphasis should be on collaboration rather than simply attending lectures. Guest presentations should be paired with a specific task that instructors then immediately collaborate with others to produce. Another suggested topic was selecting, implementing and designing new teaching resources and technology integration. Since curriculum should be aligned from AE to CC, selection of resources should also be informed and coordinated. This is the same for software and technology. One repeated concern from adult education instructors was lack of technical training. Adult schools need dedicated faculty training for technology. As plans for integrating AE and CC ESL move forward, faculty felt that they also needed to have time to assess plans that are being implemented and needed to be trained with how to work with data that is available to them.

Several existing resources for professional development can be utilized to optimize ESL instructional planning such as: California Adult Literacy Professional Development Project (CALPRO), Outreach & Technical Assistance Network (OTAN), and 4Faculty.Org. Sharing best practices, instructional strategies and professional expertise which includes techniques, methodologies,

new research in second language acquisition, linguistics and methods of teaching

Currently, there are no ongoing professional development opportunities for faculty and other staff in regards to adult ***education programs for individuals with disabilities***. This lack of professional development has impeded the improvement of outcomes for students with disabilities. As a starting point, the hiring and training of faculty that are knowledgeable in designated life skills domains and teaching students with significant functional limitations (e.g. Intellectual, severe mobility, autism spectrum disorders) is needed. Sample competencies may include:

- Faculty that demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
- Faculty that provides accommodations and interventions that allows each student to succeed based on individual learning needs.
- Faculty and other staff that treat all students equitably, recognizing and planning for individual differences in learning abilities, backgrounds, and experiences.

Collaborative Professional Development

ABout Students consortium members recommends that ABE/ASE regional staff members adopt the following collaborative plan to increase student outcomes and success:

- In an effort to improve transitional pathways for students, there should be the creation of an internal task team to monitor, facilitate and collaborate on all matters related to such transitions.
- There should be program-area collaboration such as a Professional Learning Community (PLC) that addresses topics related to ABE/ASE program implementation and completion rates.
- The establishment of region-wide PLC that addresses topics related to effectively using technology and other new learning models as instructional tools in assisting students in meeting their academic goals and/or entering the workforce.

The ABout Students Adults with Disabilities Work Group recommends that faculty and other staff attend relevant trainings conducted by outside agencies in addition to internal professional development opportunities. Trainings may be offered through the Outreach and Technical Assistance Network (OTAN), CASAS (Comprehensive Adult Student Assessment System), CalPro (California

Adult Literacy Professional Development Project), California Department of Education, County Office of Education, and individual school districts.

As new technology is being introduced, it is imperative that all staff learn what is available to help students succeed. Moreover, students need to develop skills on a personal, emotional, and social level to be successful in the workforce or higher education. Development of curricula that is sensitive to the needs of student with disabilities should be a priority to be addressed by the Consortium and faculty and other staff need the tools and opportunities to design curriculum/workshops to assist student with varying degrees and types of disabilities.

Lastly, the concept of Universal Design has been proven to improve outcomes for all students, including those with disabilities. By changing the focus from remediation of individual disabilities to expansion of the usability of classrooms and curricula, faculty and other staff will be able to achieve greater program integration and improve student outcomes.

Table 6.1: Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed
Implementation of HSE options	Staff attendance/participation at in-services/workshops/webinars/ covering: the content, instructional strategies, scoring, student competencies needed to pass, available instructional materials	High School Equivalency Certification
Implementation of Common Core	Staff attendance/participation at in-services/workshops/webinars covering: common core standards, instructional strategies, student competencies needed to pass, available instructional materials	High School Diploma
Technology integration	Staff attendance/participation in Leadership Project webinars (CALPRO, OTAN, CASAS).	Adult Basic Education and Adult Secondary Education
Optimizing ESL instructional planning	Face-to-face and online workshops, professional learning communities Using existing resources such as: California Adult Literacy Professional Development Project (CALPRO), Outreach & Technical Assistance Network (OTAN), CATESOL/TESOL, 4Faculty.Org, CCAE	Assessment. Management Monitoring ESL student progress
Sharing best practices, instructional strategies, and professional expertise	Face-to-face guest presentations, professional learning communities, collaborative workshops to implement best practices, professional conferences (CCAIE, CATESOL, TESOL, BSI Workshops i.e. acceleration conferences) Use existing resources such as: CCC BSI Best Practices	Techniques, methodologies, new research in second language acquisition, linguistics and methods of teaching
Selecting, implementing and designing new teaching resources	Publishers presentation / book fairs/ site visits, training in how to develop shared resource sites, faculty collaboration to develop shared resources (web site, faculty resource center)	Resources such as books, software, visual aids

Table 6.1: Current Professional Development (continued)

Topic	Professional Development Strategy	Program Area(s) Addressed
Technology integration	Face-to face training and presentations or webinars on the use of educational technology, collaborative workshops to apply best practices, sharing up-to-date resources and expertise integrating technology in the learning process, attending professional conferences (CALPRO, OTAN, CATESOL, TESOL) Using existing resources such as: CCC BSI Best Practices	Website, online or blended / hybrid courses
Professional Development	<ul style="list-style-type: none"> •Two day Adult Education Training related to K-12 on August before school begins addressing learning gains by teachers, State Goals, school gains in relation to CASAS •Establish teacher teams by departments that will work together to improve their practice and student learning •Teacher teams meet to get to know each other through participating in creative solutions exercises and team building activities •Teachers trained on Lesson development with lesson folders submitted on Fridays •Teacher attendance at industry conferences, industry trainings, and professional development funds for receiving industry certifications 	<ul style="list-style-type: none"> •Adult Basic Education •Adult Secondary Education •Career Technical Education •English as Second Language
Training opportunities for PSE.	Currently no required training opportunities for PSE.	
Transition Education Training in the K-12 for students with disabilities	Topics: Programs for adults 18-22 with moderate to severe disabilities, transitions opportunities	Programs for Adults with Disabilities

Table 6.2: Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Improved transitional pathways.	Creation of an internal task team to monitor, facilitate and collaborate on student transitions.	High School Diploma and High School Equivalency	
Program area collaboration.	Region-wide Professional Learning Community addressing topics related to ABE/ASE/HSE implementation and completion rates.	All Basic and Secondary	
Technology integration and new learning models.	Region-wide PLC addressing topics related to effectively using technology and new learning models as instructional support tools in successfully completing academic goals and/or entering the workforce.	All Basic and Secondary	
Bridging Education: Moving from AD to CC	Face-to-face, collaborative workshops focusing on creating a smooth transition from AE to CC including but not limited to implementation of new policies and procedures training faculty regarding shared expectations for college readiness skills understanding how to analyze data generated by institutions increasing awareness of pathways available to students	New policies and procedures (placement testing, matriculation, attendance,) College readiness skills Understanding data to evaluate retention, progression, and success Pathways available to students (CTE, AA, Transfer)	

Table 6.2: Collaborative Professional Development Plan (continued)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Sharing best practices, instructional strategies, and professional expertise	<p>Guest presentations, professional learning communities, collaborative workshops, attending professional conferences (CCAIE, CATESOL, TESOL, BSI Workshops i.e. acceleration conferences) in order to implement best practices using existing resources such as CCC BSI Best Practices</p> <p>coordinate transitional efforts between CC and AE</p> <p>optimize ESL instructional planning</p> <p>accelerate learning through clearly designed pathways, learning communities, supplemental instruction</p> <p>Using existing resources such as California Adult Literacy Professional Development Project (CALPRO), Outreach & Technical Assistance Network (OTAN), CATESOL/TESOL, 4Faculty.Org, CCAIE</p>	<p>Techniques, methodologies, new research in second language acquisition, linguistics and methods of teaching</p> <p>Assessment, Management, Monitoring ESL student progress</p>	
Selecting, implementing and designing new teaching resources	<p>Publishers presentation / book fairs/ site visits, training in how to develop shared resource sites, faculty collaboration between CC and AD to develop shared resources</p>	<p>Resources such as books, software, visual aids</p>	
Technology integration	<p>Face-to face training and presentations or webinars on how to teach technology literacy and the use of educational technology that students will need to use in the CC environment such as Blackboard, OpenCampus, lab scheduling tools, and WebAdvisor for on-line registration</p>	<p>Website, online or blended / hybrid courses, transitional courses</p>	

Table 6.2: Collaborative Professional Development Plan (continued)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Hire and train teachers in designated life skills domains for adults with significant functional limitations (e.g. Intellectual, severe mobility, autism spectrum disorders) (4.1b)	Activities: Develop job descriptions; Determine professional competencies; Develop course descriptions; Develop sequence of curriculum. Participants: Administration, faculty and staff	Life Skills Pathways Short-term CTE	
Training current faculty and staff to work with all students with disabilities (need a more robust basic skills life programs)	Activities: Determine professional competencies; Develop course descriptions; Develop sequence of curriculum. Participants: Administration, faculty and staff	All program areas	
Universal Design Learning for staff and faculty	Activities: Determine professional competencies; Develop training course descriptions. Participants: Administration; faculty and staff; Professional trainers (e.g. California Department of Education, etc.)	All program areas	

Objective 7: Plans to Leverage Existing Regional Structures

Identifying existing regional structures

Description

Adult education and community colleges have traditionally collaborated in varying degrees with partners. It is the intent of the ABout Students Consortium to both expand and improve existing partnerships and leverage new partnerships to address regional adult education needs. Deeper collaborations between adult education providers and partners are warranted to better align services and resources. Partners contributions may include use of facilities, staff, supplies, economic reports, and internships.

The ABout Students Consortium has involved partners in the AB 86 planning process. Several partners have played an active role over the past year in Consortium, Work Group, and Implementation Meetings and have thus helped shape the regional plan. Currently the ABout Students Consortium is matching resources partners can make available to address adult education demands in the region. For example, a partner may provide a facility that can be used as a classroom by an adult school.

The Consortium is eager to recruit additional organizations to the current region-wide network of partners. As such, several additional partners are listed in Table 7.1, as recommended by Consortium representatives. Reaching out to partners falls within the Region's overarching theme of Support Services and Outreach.

Additional strategies have been delineated in Tables 3.1 and 4.1 that will expand partner involvement in addressing adult education goals.

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart	Partner Contribution
Riverside County Workforce Investment Board (current partner)	Short Term CTE	Interviews, surveys, resource assessment, Connection to Employers	All	Tools, license fees, job placement, job development, case management
IBEW #440 (current partner)	Apprenticeship	Get Electrician Training Certificate (ELE-35 & 41-49) approved, along with State DAS full program approval, via Crosswalk document	Norco College and IBEW 440	LEA designation switched from Palomar CC to Norco CC
CCCCO Doing What Matters for Jobs & the Economy Framework	Short Term CTE	Leverage regional Deputy Sector Navigators in emerging and priority sectors to connect with industry partners and regional employers	All	Leveraged state resources, braided state funds, industry expertise, business connections
Multiple local Chambers of Commerce	Short Term CTE	Connections with local employers, work-based learning sites, internship sites, assistance in identifying industry skills and standards as well as current industry certifications required for employment.	All	Industry expertise, business connections
Department of Rehabilitation (DOR)	Disabilities	Supervisor Case Manager linking support, career assessment and counseling, job search and interview workshops, career education and training, job shadowing internships, assistive technology, on the job training, sign language interpreting, self-advocacy workshops http://www.dor.ca.gov/What-Does-DOR-Do.html#Services-Offer		
Inland regional Center (IRC)	Disabilities	Training on friendships, socialization, relationships, career information, job search, advance learning, community inclusion, work, choices, educational advocacy, intimacy, different living options, health & safety, assistive technology. http://inlandrc.org/wp-content/uploads/2014/03/IRC-Fact-Sheet-Double-Sided-English-and-Spanish.pdf		

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart	Partner Contribution
WIB Workforce Development (current partner)	All	Training, case management, workshops, job placement, assessments, reasonable accommodations, labor market statistics, support services http://www.rivcoworkforce.com/Accessibility/AssistiveTechnology.aspx		
Local businesses and industries dependent on labor market	All	Entry level workforce standards, guest speakers, workshops, skill training, employer expectations, on the job coach/trainer, train the teacher, Job specific experts (i.e. forklift driving, customer service rep, clerical, cashier, food service, warehouse, facilities maintenance, assembly and construction)	All	
Veteran Administration	All	Education, legal, housing, employment, assessment, medical and psychological services/counseling, advocacy, training, and military records.	All	Support services
Independent Living Centers (ILC)	Disabilities	Independent Living Skills Training (ILS), Job Preparation, Assistive Technology, Housing Referrals, Advocacy, Cross-Disability Peer Support, Personal Assistant Referrals, Emergency Services, Referrals in the Community	All	
Riverside Transit Agency (RTA)	All	Transportation, route designation to specific education and employment destination, discounts, flexible hours including 24 hours, travel training	All	
Employment Development Department (EDD)	Disabilities	Services for people with disabilities include, but are not limited to, referrals to job openings or training, vocational counseling, job search assistance and workshops, testing, and referrals to supportive services in the community. http://www.edd.ca.gov/pdf_pub_ctr/de8714r.pdf	All	Support services
Center on Deafness Inland Empire	Disabilities	Communication assistance, peer counseling, advocacy, independent living skills, employment assistance,		Support services

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart	Partner Contribution
(CODIE)		information and referral, and community education & outreach, Support groups, Coping strategies http://www.gladinc.org/wp-content/uploads/glad_hhld.pdf		
Blindness Support Services (BSS)	Disabilities	Travel Training, Orientation and Mobility, Braille - Grade One/Grade Two, Braille Transcribing, Independent Living Skills, Independent Living Skills, In-Home Training, Blind and Visually Impaired Children's Education, Employment Training for Blind Patrons and Resume' Building, Blind Parenting Classes, A Tactile Approach to Learning, Group Teacher Instructions for Teaching Blind Students - (must be a group of ten or more) http://blindnesssupport.com/services.html		
CalWORKS/GAIN/ Department of Social Services	All	Childcare, employment services including unpaid work experience, vocational training placements, and support in adult ed & community college programs. Vocational assessments, job search services, Learning Disability assessments, http://dpss.lacounty.gov/dpss/gain/overview.cfm http://www.cdss.ca.gov/cdssweb/PG141.htm (current partner)	All	Support services,
Local government agencies	All	Business Education Partnership (Riverside), Business in Action (Moreno Valley)	All	
Riverside County Office of Education (RCOE) (current partner)	All	Child Care Resource and Referral to assist parents in locating licensed child care and community resources in Riverside County, Administer the Eligibility List for CSU's state-funded child care and development programs, Alternative Payment Program to assist low-income families with child care costs, CalWORKs Child Care (Stages 2 and 3), General Child Care and Development: Center-Based Program, California State Preschool Program	All	

Table 7.1: Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart	Partner Contribution
Head Start	All	The Head Start program provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to predominately economically disadvantaged children and families. http://eclkc.ohs.acf.hhs.gov/hslc/grants/grant-toolkit/understanding.html		
Job Corps	All	Career planning, on-the-job training, job placement, residential housing, food service, driver's education, health and dental care, a bi-weekly basic living allowance and clothing allowance. Some centers offer childcare programs for single parents as well http://inlandempire.jobcorps.gov/faq.aspx		

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

Next Steps

In response to the collaborative efforts of the region, the following are some of the immediate next steps for the ABout Students Regional Consortium:

- Formalize and validate Consortium efforts through a regional resolution and MOU
- Transition Consortium Structure (Consortium Board, etc.)
- Continue to identify possible professional development opportunities
- Hold an I-BEST Information Training scheduled for March 4th
- Form a Communications Committee
- Continue to keep abreast of AB 86 Technical Webinars and news
- Establish future meeting objectives and schedule
- Identify common measures that can be collected as a region
- Connect with other regions to identify best practices
- Develop a student survey to capture student goals/needs
- Continue to map resources partners can provide and
- Establish a systematic data review process to update strategies over time.

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Appendix A:

ABOUT STUDENTS REGIONAL CONSORTIUM: KEY SURVEY RESULTS (7/1/14)

During the two-week survey data collection period, 174 individuals started the survey. Survey respondents were asked to indicate which of the five AB86 program areas they were affiliated with. A total of 64 respondents reported being affiliated with at least one AB 86 program area. Of these respondents, 49% included college staff and 34% were K-12 staff. The highest rated program area was ESL/classes for immigrants at 21%, closely followed by Short-term CTE at 20%. Approximately 14% of the sample indicated Elementary and Secondary basic skills, followed by 5% for Adults with Disabilities, and less than 1% for Apprenticeships. Of these respondents, 49% were Most importantly, however, is that 63% (n=109) of those surveyed indicated they were not affiliated primarily with any of the five program areas. This is due largely to the inclusiveness of the survey recruitment efforts to include all interested staff from member organizations. Following the program affiliation item, respondents who did not indicate an adult education program affiliation were asked if they still wished to take the survey, of which 74 responded “yes”. Of these respondents, 74% were from the community college district. As a result, the most accurate way to report the data is to include the number of respondents for each item. The following narrative includes highlighted survey results in the following key areas: gaps, collaborations, obstacles and facilitators, and professional development.

To assess gaps respondents were asked, “Currently which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?” Ten options were offered and instructions were to mark all that they felt were applicable. A total of 93 respondents indicated at least one of the 10 program areas. More than half of selected needs in two primary areas: College Basic Skills remediation (59%) and Support services (55%). Nearly half said Short-term CTE (48%), Transition to workforce (48%), and ESL/Citizenship/VESL (46%) were areas of great need as well. Next, programs and services related to transition into post-secondary education were rated by 40% of respondents, whereas ABE/ASE was selected by 31%. The lower areas of need according to those surveyed were: Apprenticeship programs (26%), High school Diploma/Equivalency Certificate (22%), education for adults with

learning disabilities (22%) and for those with developmental disabilities (16%), followed by programs for adults in correctional facilities (13%). See Table A1.

Gaps

Table A1. (Q8) Currently, which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements? Please check all that apply.

Answer Options	Response Percent	Response Count
Adult Basic Education (ABE) or Adult Secondary Education (ASE)	31.2%	29
High school diploma or High School Equivalency Certificate (GED)	21.5%	20
College Basic Skills (remediation)	59.1%	55
English as a Second Language (ESL) or Citizenship or Vocational ESL (VESL)	46.2%	43
Short-term Career Technical Education (CTE) programs	48.4%	45
Education programs for adults with developmental disabilities	16.1%	15
Education programs for adults with learning disabilities	21.5%	20
Apprenticeship programs	25.8%	24
Programs and services preparing students to transition into post secondary education	39.8%	37
Programs and services preparing students to transition into the workforce	48.4%	45
Programs for adults in correctional facilities	12.9%	12
Support services (guidance, counseling, transition, and follow-up services)	54.8%	51
	<i>answered question</i>	93

Collaborations

Collaborations were measured in terms of how often schools engaged with outside service providers, and between community colleges and adult schools. Respondents were then asked to rate the usefulness of the collaborative efforts at their school in improving adult education programs and services for the region. Of the 90 responding, 58% said that they had “frequently or occasionally” collaborated with outside service providers, whereas only 13% said, “rarely or never” (28% indicated, “don’t know”). Only 40% said their school “frequently or occasionally” participated in collaborations between adult school and community college with 18% indicating “rarely or never”, and 42% replying they did not know. As for the usefulness of these collaborations, 47% of the 88 who responded to this item felt they were “very useful” or “useful” and one-third replied they did not know. (See Tables A2 – A4)

Table A2. (Q12) Please tell us how often you or your school have participated in collaborations with outside service providers to improve or expand programs and services to adult learners?		
Answer Options	Response Percent	Response Count
Frequently	26.7%	24
Occasionally	31.1%	28
Rarely	10.0%	9
Never	3.3%	3
Don't Know	28.9%	26
<i>answered question</i>		90

Table A3. (Q13) Please tell us how often you or your school/college have participated in collaborations between the adult school and the community college to better meet the needs of adult learners?		
Answer Options	Response Percent	Response Count
Frequently	20.0%	18
Occasionally	20.0%	18
Rarely	10.0%	9
Never	7.8%	7
Don't Know	42.2%	38
<i>answered question</i>		90

Table A4. (Q15) In your opinion, how useful have these collaborative efforts been in improving or expanding adult education programs and services in your region?

Answer Options	Response Percent	Response Count
Very Useful	25.0%	22
Useful	21.6%	19
Somewhat Useful	17.0%	15
Not at all Useful	3.4%	3
Don't Know	33.0%	29
	<i>answered question</i>	88

Obstacles and Facilitators

In the area of Obstacles and Facilitators survey takers were asked the extent to which their programs made use of various alignment strategies between adult school and community college (Tables A5-A9). Among co-location strategies used the most common among the 64 who answered the question was “support services on campuses” with 53% indicating for “some or most” programs. Classes conducted at a worksite was rated the next highest with 37% indicating for “some or most” programs. College classes taught at adult schools, adult school classes taught at colleges, and classes taught at a support provider’s location were relatively uncommon, ranging from 10-12% for “some or most” programs (Table A5). For transition strategies to align between adult schools and community colleges, the most common strategy was, “systemic access to student services including counseling, guidance, and follow-up” rated as used “to a moderate or great extent” by 45% of the 63 responding to this item. Strategies of “Communication among faculty across educational systems” and “Defined or articulated pathways to post-secondary education or the workforce” were used to a moderate/great extent by their programs according to about one-quarter of respondents (Table A6).

Team teaching as a strategy to align activities or program elements between adult school and community college was also assessed; however, very few reported their programs utilizing this strategy in any of its many forms (Table A7). When it did occur, it was most commonly associated with ABE and ESL (23% indicating at least some). Collaboration across departments within a school on curriculum and instruction was more common, but still only 36% of 62 respondents indicated that their program had done at least some.

Tables A5. (Q21) To what extent does your program use the following Co-location Strategies to align activities or program elements between the adult school and community college?						
Answer Options	Not At All	In Some Programs	In Most Programs	N/A	Response Count	
Adult schools classes on college campuses	55.7%	8.2%	1.6%	34.4%	61	
College classes on adult school campuses	50.8%	9.8%	1.6%	37.7%	61	
Support services on campuses	21.0%	27.4%	25.8%	25.8%	62	
Classes conducted at a worksite	31.7%	33.3%	3.3%	31.7%	60	
Classes taught within a support provider's location (e.g. in a halfway house, in a facility for adults with disabilities, in a One Stop Career Center)	43.3%	8.3%	1.6%	46.7%	60	
<i>answered question</i>					64	

Table A6. (Q22) To what extent does your program use the following Transition Strategies to align activities or program elements between the adult school and community college?						
Answer Options	Not At All	To Some Extent	To a Moderate Extent	To a Great Extent	N/A	Response Count
Communication among teachers/faculty across educational systems	22.2%	38.1%	12.7%	12.7%	14.3%	63
Defined or articulated pathways to postsecondary education or the workforce	29.0%	33.9%	9.7%	16.1%	11.3%	62
Systemic access to student services including counseling, guidance and follow-up	21.0%	24.2%	24.2%	21.0%	9.7%	62
<i>answered question</i>					63	

Table A7. (Q23) To what extent does your program use the following Team Teaching and Other Collaboration Strategies to align activities or program elements between the adult school and community college?						
Answer Options	Not At All	To Some Extent	To a Moderate Extent	To a Great Extent	N/A	Response Count
Team teaching: ABE and ESL in the same school or college	42.6%	16.4%	1.6%	4.9%	34.4%	61
Team teaching: ESL and CTE (aka VESL) in the same school or college	47.5%	13.1%	1.6%	1.6%	36.1%	61
Team teaching: ABE and CTE in the same school or college	51.7%	8.3%	3.3%	1.6%	35.0%	60
Adult school teacher team teaching with community college instructor at an adult school	61.0%	3.4%	1.7%	0.0%	33.9%	59
Adult school teacher team teaching with community college instructor at a community college	63.3%	1.7%	1.7%	0.0%	33.9%	60
Adult school or community college teacher team teaching with employer	59.3%	8.5%	1.7%	0.0%	30.5%	59
ABE, ESL, and/or CTE instructors collaborating across departments on curriculum and instruction	37.3%	20.3%	10.2%	5.1%	27.1%	59
<i>answered question</i>						62

Strategies to facilitate student access to services were also assessed. With regard to physical access strategies, most survey respondents indicated their program was located within easy access of the students they served with only 8% saying this was “not at all” true. Similarly, only about 7% said that physical accommodations for adults with disabilities were “not at all” used to facilitate student access to services. (Table A8). Transportation was the most common obstacle with 28% of respondents indicating their program does not provide assistance at all. Other strategies offered by a majority of programs to facilitate student access are offering evening hours (2% not at all) and learning accommodations for students with disabilities (5% not at all). However, 41% of respondents noted that childcare was not available for their program’s students (Table A9).

Table A8. (Q24) To what extent do you use the following Physical Access Strategies to facilitate students' access to services?						
Answer Options	Not At All	To Some Extent	To a Moderate Extent	To a Great Extent	N/A	Response Count
Location within easy access of student population	7.7%	23.1%	23.1%	24.6%	21.5%	65
Assistance with transportation (bus passes, carpooling)	27.9%	13.1%	21.3%	8.2%	29.5%	61
Physical accommodations for adults with disabilities	6.5%	8.1%	21.0%	43.6%	21.0%	62
<i>answered question</i>						66

Table A9. (Q25) To what extent do you use the following strategies to facilitate students' access to services?						
Answer Options	Not At All	To Some Extent	To a Moderate Extent	To a Great Extent	N/A	Response Count
Dissemination of program Information in local media	14.1%	34.4%	26.6%	6.3%	18.8%	64
Program information in multiple languages	14.3%	42.9%	19.1%	4.8%	19.1%	63
Open entry/open exit programs	15.0%	25.0%	11.7%	30.0%	18.3%	60
Evening hours	1.5%	27.3%	19.7%	42.4%	9.1%	66
Saturday hours	26.6%	31.3%	21.9%	7.9%	12.5%	64
Childcare	41.3%	19.1%	15.9%	7.9%	15.9%	63
Learning accommodations for students with disabilities	4.6%	16.7%	31.8%	37.9%	9.1%	66
<i>answered question</i>						68

In terms of overall effectiveness of their program in moving students toward meeting their goals, two-thirds of the 69 who responded to this question felt their program was “effective” or “very effective”. Less highly rated, 58% of respondents said their program provides a “sufficient range and comprehensiveness or services” (Table A10).

Table A10. (Q26) Please rate the following for your program.

Answer Options	Not At All Effective	Somewhat Effective	Effective	Very Effective	Don't Know	Response Count
Effectiveness in moving students toward meeting their goals	2.9	23.2	31.9	34.8	7.3	69
Sufficient range and comprehensiveness of services	4.5	25.4	35.8	23.4	11.9	67
					<i>answered question</i>	69

With regard to challenges hindering the implementation of any of the strategies discussed, the most common reasons identified were: lack of funding (88%), lack of incentives given separate organizational mandates (68%), lack of time (61%), and lack of information about programs and services (57%). See Table A11.

Table A11. (Q27) To what extent do the following challenges hinder the implementation of any of the strategies listed previously?

Answer Options	Not Challenging	Somewhat Challenging	Challenging	Very Challenging	N/A	Response Count
Lack of time	1.5%	33.3%	28.8%	31.8%	4.6%	66
Lack of information about programs or services	8.8%	29.4%	41.2%	16.2%	4.4%	68
Lack of funding	0.0%	7.6%	18.2%	69.7%	4.6%	66
Lack of incentives, given separate organizational mandates	6.2%	12.3%	24.6%	43.1%	13.9%	65
Students not clear about their goals	8.8%	27.9%	33.8%	20.6%	8.8%	68
Students not interested in progressing to the next level or moving on to another program	15.2%	34.9%	24.2%	15.2%	10.6%	66
Teachers not exposed to these strategies	9.0%	28.4%	34.3%	17.9%	10.5%	67
Teachers not interested in these strategies	16.7%	30.3%	25.8%	13.6%	13.6%	66
Teachers not skilled in teaching in these ways	13.6%	31.8%	27.3%	13.6%	13.6%	66
Different 'cultures' across institutions	20.0%	29.2%	21.5%	12.3%	16.9%	65
Belief that these strategies are not appropriate for the students	27.7%	21.5%	12.3%	13.9%	24.6%	65
Lack of data to track progress and outcomes from these strategies	11.1%	28.6%	20.6%	22.2%	17.5%	63
					<i>answered question</i>	69

Professional Development

To assess professional development needs, respondents were asked, “What kinds of professional development in your program area would be most valuable in improving or expanding services to adult learners”, and to mark all that applied. The two most common areas the 67 who responded to this item felt were valuable were in terms of building career pathways (78%) and using technology to enhance access and learning (76%). Contextualized learning was next at 45%, followed by articulation and dual/concurrent enrollment (42%). Only 19% of respondents felt that professional development targeting differentiated instruction would be valuable (Table A12).

Table A12 (Q33) What kinds of professional development in your program area would be most valuable in improving or expanding services to adult learners? Please mark all that apply.		
Answer Options	Response Percent	Response Count
Contextualized learning	44.8%	30
Differentiated instruction	19.4%	13
Articulation and dual/concurrent enrollment	41.8%	28
Use of technology to enhance access and learning	76.1%	51
Building of career pathways	77.6%	52
	<i>answered question</i>	67