

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-33	46 Riverside About Students

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
<a href="#">Slyter, JoDee</a>	<a href="#">Director</a>	<a href="#">(951) 736-7128</a>	<a href="mailto:jslyter@cnusd.k12.ca.us">jslyter@cnusd.k12.ca.us</a>

### Funding Channel

The consortium has chosen direct funding

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
<a href="#">Slyter, JoDee</a>	<a href="#">Director</a>	<a href="#">(951) 736-7128</a>	<a href="mailto:jslyter@cnusd.k12.ca.us">jslyter@cnusd.k12.ca.us</a>

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
<a href="#">LeNoir, Mark</a>	<a href="#">Val Verde Unified School District</a>	<a href="#">(951) 940-6100</a>	<a href="mailto:mle Noir@valverde.edu">mle Noir@valverde.edu</a>	08/05/2015
<a href="#">Garcia, Antonio</a>	<a href="#">Riverside Unified School District</a>	<a href="#">(951) 788-7135</a>	<a href="mailto:angarcia@rusd.k12.ca.us">angarcia@rusd.k12.ca.us</a>	08/18/2015
<a href="#">Keeler, Richard</a>	<a href="#">Riverside Community College District</a>	<a href="#">(951) 222-8620</a>	<a href="mailto:sylvia.thomas@rccd.edu">sylvia.thomas@rccd.edu</a>	08/18/2015
<a href="#">Kedziora, Martinrex</a>	<a href="#">Moreno Valley Unified School District</a>	<a href="#">(951) 571-7500</a>	<a href="mailto:mkedziora@mvusd.net">mkedziora@mvusd.net</a>	09/08/2015
<a href="#">Gray, Michael</a>	<a href="#">Jurupa Unified School District</a>	<a href="#">(951) 222-7739</a>	<a href="mailto:michael_gray@jusd.k12.ca.us">michael_gray@jusd.k12.ca.us</a>	09/14/2015
<a href="#">Slyter, JoDee</a>	<a href="#">Corona-Norco Unified School District</a>	<a href="#">(951) 736-7128</a>	<a href="mailto:jslyter@cnusd.k12.ca.us">jslyter@cnusd.k12.ca.us</a>	08/04/2015
<a href="#">Shiftlett, Craig</a>	<a href="#">Alvord Unified School District</a>	<a href="#">(951) 358-1715</a>	<a href="mailto:sandy.fielding@alvord.k12.ca.us">sandy.fielding@alvord.k12.ca.us</a>	11/05/2015
<a href="#">Fischer, Charles</a>	<a href="#">Riverside County Office of Education</a>	<a href="#">(951) 922-7361</a>	<a href="mailto:cfischer@rcoe.us">cfischer@rcoe.us</a>	10/14/2015

### Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

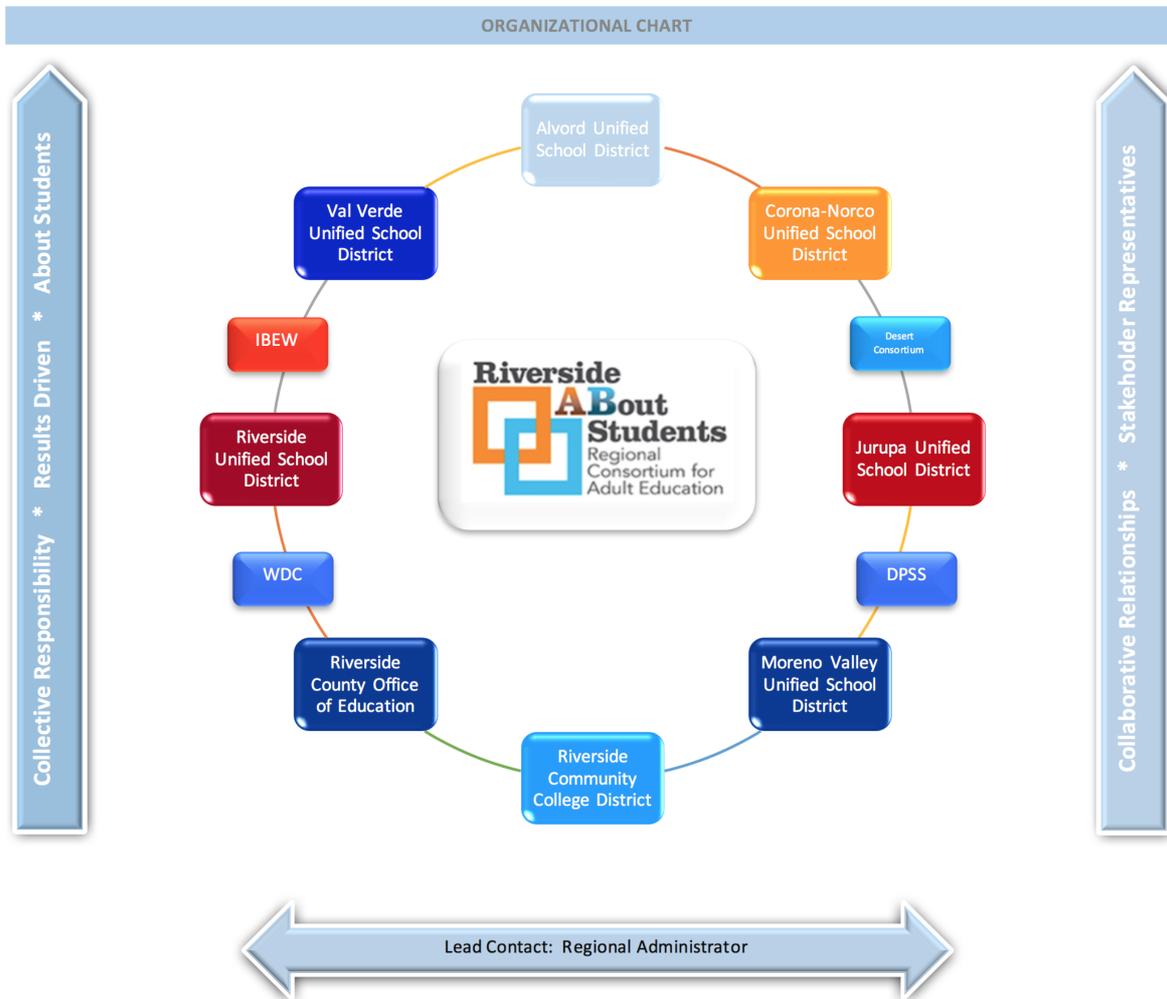
- Yes
- No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.



### Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

## Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Using a locally developed process, members create allocation budgets and monitor their expenditures by program and category. Fiscal contacts from each member provide quarterly expenditure reports to the consortium for review. Quarterly reports by category and program are shared with members to foster ongoing transparency and support continual monitoring. For state reporting periods, each member provides certification of expenditures to be compiled by the lead contact. A regional report of all members' certified expenditures is created and compiled for state submission. The consortium members and the public have the opportunity to review reports and provide feedback prior to submission during open public meetings, website comments, and through member representatives. After review, the regional expenditure report is approved by the consortium governing board members who then assign to the regional lead contact the activity of completing and submitting state required expenditure reports.

**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

- Yes  
 No

None

## Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
Val Verde Unified School District	\$0
Riverside Unified School District	\$2,845,548
Moreno Valley Unified School District	\$1,355,057
Jurupa Unified School District	\$988,775
Corona-Norco Unified School District	\$1,489,345
Alvord Unified School District	\$336,923
Riverside County Office of Education	\$295,464
Riverside Community College District	\$540,527
<b>Total</b>	<b>\$7,851,639</b>

## Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

### Executive Summary

*Please provide an Executive Summary of your Consortium's implementation plan for the 2016 - 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.*

The AAbout Students Regional Consortium has identified 4 overarching themes of focus in the three-year plan; consortium sustainability, access and capacity, alignment of transitions and pathways and outreach and support services. During the first year of implementation, the primary goals of the consortium were to rebuild lost services, and restore programs throughout the region. The consortium goals for 2016/17 include continuing efforts began in 2015/16 to re-establish services in the core program areas of ABE/ASE, ESL, short-term CTE, and to expand additional services in re-entry into the workforce, support k-12 student success, and adults with disabilities when possible. Objectives and goals for 2015/16 focused on addressing gaps in services, implementing seamless transitions among members, and accelerating learning through technology. Objective goals for 2016/17 will continue to address the gaps in services and apply successful practices of seamless transitions already established in the region. The consortium projects a higher need for professional development and dedicated resources for technology upgrades and training. The accomplishments achieved during 2015/16 by the AAbout Students Consortium include activities in each of the overarching themes. Efforts toward consortium sustainability include consistent, ongoing meetings, the development of three review committees, and resources dedicated for the consortium lead administrator. Substantial progress has been made to increase access and build capacity by the addition of adult basic skills classes, secondary, and English as a second language classes being offered by several members. Transition to post-secondary classes were established and

expanded by members through collaboration among partners. Plans for a pre-apprenticeship program continue to be developed by the community colleges and the International Brotherhood of Electrical Workers. Members utilized funding to upgrade technology and purchase software needed to accelerate student learning. Licenses enable students to continue learning outside of the classroom and extends opportunity for growth. Additional staff have been hired by members to support the growth in course offerings. A consortium website was developed and established to increase communication among members as well as provide information for students.

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

## Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Department of Public Social Services	County	Self-sufficiency
Desert Regional Consortium	Educational	Career Pathways
International Brotherhood of Electrical Workers	Labor	On the job training
Riverside Workforce Development Center	Workforce	American Job Centers

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

The About Students Consortium members have developed effective relationships with the International Brotherhood of Electrical Workers Union #440. Through the consortium collaborations with IBEW, several practices have emerged which promote the effectiveness of the consortium and support the students we serve. The IBEW apprenticeship program is collaborating with the Riverside College District to develop a "pre-apprenticeship" program to be offered at Norco College. A representative of IBEW participates in consortium members' events such as Job and Career Fairs, Information Nights, and other outreach events that connect adult education students to the apprenticeship program. All consortium public meetings are held at the IBEW #440 Hall, a centralized location, which is another benefit as a result of the collaboration. Finally, as the About Students Consortium members consider implementing a regional system of Digital Badges for student achievement and sharing student information, IBEW is an active participant by attending training, and serving on the planning committee. The About Students Regional Consortium appreciates the active participation and involvement of our IBEW community partners.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

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

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

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

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

**Outreach and Support Services:** Performed presentations on Consortium activities at Board meetings, Chamber of Commerce events, public libraries, parent centers, community centers and organizations. Established additional scholarship opportunities through community partners. Extended outreach through participation at Parents as Champions Conference, College and Career Job and Resource Fairs, Day Reporting Centers, PTA meetings, Open House at district schools, DLAC and ELAC meetings, local business. Enhances services provided through DPSS collaboration and referrals and formalized

partnerships through the WIOA MOU process. Provided members' information on services, contact, and consortium activities on the regional website

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

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

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

## Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

### Success:

- Rebuilding adult education services after severe reductions
  - o Increase class offerings, hours of instruction
  - o Added satellite locations for classes offered
  - o Reinstated high school diploma program
  - o Expanded high school equivalency preparation classes and testing
  - o Implemented Tutoring services in multiple program areas
- Establishing collaborative relationships among members
  - o Scheduled monthly consortium meetings
  - o Established working groups and committees to address regional needs
  - o Began adult school/college collaboration for transitions
  - o Supported a district where no adult education services have been offered
- Working together toward a collective vision
  - o Established regional priorities and a plan to address the priorities
  - o Targeted fiscal resources based on the need of the region
  - o Developed regional focus on objectives
  - o Committed to collective responsibility for regional outcomes

### Challenges:

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

## Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>								

**Key**  
 ▼ = Under  
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[46riverside\\_160822091303.csv](#)

## Section 4: Consortium Action Plan Review and Update

### Regional Assessment Plan Updates

*Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.*

The About Students Consortium members have reviewed our current assessment and placement practices, becoming increasingly familiar with each member’s process. We have determined that a multiple-measure approach is most effective in our region. Our efforts focus on alignment and consistency while acknowledging various assessment tools and practices. Of the 8 members in the About Students Consortium, 5 members use the CASAS system for assessing reading, mathematics, and/or writing skills of students upon entry into their programs. Each of these members receive WIOA grants and are mandated to use the CASAS system. Although these members use the same assessment system for federal reporting purposes, some members use additional instruments for appropriate student placement into courses and programs. Members using the CASAS system have begun to share best practices and success with student placement. Discussion has begun to extend the use of the CASAS system to additional members and align with college placement. Community colleges are integrating multiple measures of assessment for college entrance and adapting current systems to accommodate a broad analysis for placement.

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

Finally, the About Students Consortium is exploring the implementation of Digital Badges as a means to share students' achievements and completions. Members have formed a team who attended training and will continue to develop a plan for implementation of the system regionally.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Aztec		Course completion
Burlington English		Course completion
CASAS		Assessment and placement
Edmentum	Plato	Course completion
OdyseeWare		Course completion
Rosetta Stone		Course completion
TABE	McGraw-Hill	Assessment and Placement

## Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

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

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Aries		Student Information System
ASAP	ASA	Student Information System
Q	Zangle	Student Information System
YSS	Schoolhouse	Student Information System

## 2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- Improved literacy skills
- Completion of high school diplomas or their recognized equivalents
- Completion of postsecondary certificates, degrees, or training programs
- Placement into jobs
- Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

### Objective 3: Integration and Seamless Transition

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

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

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

The community college district formed a team to visit all adult schools to discuss the needs of adult education students from k-12 districts. Dialogue identified the challenges of transitioning students from the adult schools to neighboring

colleges. As a result, the community college district has proposed hiring a project specialist and advisors to support the recruitment of adult education students to college.

### Objective 3 Activities

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

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Hire Medical Assisting instructors, purchase equipment and supplies, develop curriculum	Medical Assisting Program Implementation	Students enrolled and completing program
Increase guidance counseling personnel	Access and guidance for HSE and ESL students	Increased interest in HSE and CTE programs
Hire Phlebotomy instructor, purchase equipment and supplies, develop curriculum	Phlebotomy Program Implementation	Students enrolled and completing program
Provide field trips, tours to community colleges	College information	Students participate in college tours and registration
Hold College and Career Fair Events	College and workforce information	Students have access to training programs and employment opportunities
Provide transitional classes, testing and college placement services	Students will complete enrollment requirements for college admissions	Share students data with transition specialists
Host college preparation workshops	Determine student readiness for college entrance	Increase number of students college ready
Become member of the local chamber of commerce	Development of community relationships	Involvement of stakeholder
Increase hours of Outreach Specialists, schedule monthly outreach activities with adult schools	Increase in interest in program enrollment in adult schools and transitioning to RCCD	Students served by Outreach Specialists
Increase hours of Ed Advisor	Provide Ed plans to Adult Ed students transitioning	Students Served by Educational Advisor
Align Curriculum	Produce a document indicating alignment and/or gaps	Documents Produced
Develop pathways for nonnative speakers	Develop defined pathways for non-native speakers	Pathway Creation
Develop VESL component for CTE programs	Development of at least one VESL course, outlines, and materials	At least 1 VESL course developed
Develop Transitional Programs and Services	Increase in RCCD Enrollment	Enrollment
Implement comprehensive assessment system	Consistent Progress	CASAS Future
Align ESL Program with OTAN	Provide professional program	Course Outlines
Provide counseling and academic advising services for transitioning students	Student goals, transitions, and program growth	Program completions and enrollment into college classes
Explore Digital Badging System to support seamless transitions among members and partners	Determine value of Digital Badges System and implementation considerations	Produce a plan for implementation or cancelation of project
Continue alignment of assessments, placement, and curriculum in sub regions	Ongoing committee meetings of sub-regional alignment	Crosswalk of assessments and curriculum
Research National Career Readiness Certification	National Certification	Increase number of students career ready
Implement Workforce Learning systems from CASAS	Workplace skill development	Progress tests that will determine mastery of essential skills
Provide workforce preparation workshops, training, and community tours	Employability skill development	Increase number of students workforce ready
Offer certifications in forklift operations, Manufacturing Skills Standard Council, CPR, OSHA, Fire Extinguisher	Certifications	Students complete multiple certifications

### Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

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

Districts expanded programs by adding classes in areas which were impacted and held extensive waiting lists. Additional staff and faculty were hired, materials and supplies purchased, and satellite or partnership locations established to support the demand of the communities. In addition to instructional support, members offered more support services such

as tutoring, academic counseling, high school equivalency testing, and child care to help meet the needs of students. Finally, out of date technology was upgraded and software purchased to provide alternate delivery of instruction to students.

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

#### Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Hire additional ESL, ABE, ASE instructors	Classes staffed	Classes are implemented.
Identify and secure school sites for additional ESL, ABE, ASE classes	Additional sites identified to increase access proximity	Access to classes to more students in the community.
Purchase supplies and books for ABE, ASE and/or ESL classes	Provide core and supplemental texts	Increased number of students completing level competencies.
Purchase additional computers/technology for the classrooms	Additional technology access	Individual classes allowed access to computer labs
Identify and purchase ESL and ASE software to support students	Increased student access to technology	Improved technology skills for students.
Conduct orientation, registration, assessment testing	Appropriate program placement	Increased student persistence
Continue to provide instruction in ABE, ASE, and/or ESL	Increase in student enrollment, skill levels,	Increase in student advancement and completion rates
Continue to provide counseling and academic advising services	Student goals Program growth	Goal forms Attendance
Provide Basic Technology Classes for non-English Speakers	Enroll students in new program	Improve student use of technology
Provide Digital Citizenship Classes for Adults	Enroll students in a new program	Enrollment and completions
Provide academic, guidance counseling services	Student study plan, goals, evaluation	Increased completion rate
Improve matriculation from Adult Education to RCCD	Improve matriculation from Adult Education to RCCD	Removal of Barriers, increased matriculation
Survey Students	Ascertain interest in college enrollment	Survey Results
Hire an College District Project Director for AEBG	Manage RCCD Adult Education projects	Employment evaluation to job description with AEBG goals and objectives
Support community college Project Director to review gaps in programs and services in AE	Recommend new program components to serve adult school students and participating community colleges	Review document for inclusion in ABout Students reporting ongoing and in final report by community college district
Review community college data collection coding to identify adult education student participants	Potentially capture additional adult students who may be participating in community college courses but may not be identified at present	Evaluation and assessment findings review of potential coding for final report
Review and recommend programming in economic, workforce, and community development to address gaps for adult students at adult schools or transitioning to RCCD	Review adult education programming for gaps and recommend enhanced ways to reach adult college students	Review current RCCD programs for adults and assess gaps using qualitative and quantitative data available to the District
Increase outreach through mailings, marketing activities, branding, presentations, websites and social media	Provide information on services to the community	Survey effectiveness of outreach activities
Offer new courses in supporting child school success	Increased parental academic support	Increased success of children in school
NCCER course offerings leading to certification or at least completion of core curriculum	Students will receive certification through NCCER	Registration on the National NCCER registry
Purchase Career Assessment Software	Students will have a better understanding of self and career options	Tally of Sign-ons
Develop Pre-Apprenticeship Programs	Increase of students enrolled in apprenticeships	Enrollment

#### Objective 5: Acceleration

*Activities and plans to accelerate student progress toward academic and/or career goals.*

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

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

### Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Provide academic tutors services to students	Increased percentage of students completing HSE, HSD and transitioning to CTE/CC	Increased completion rate.
Offer college courses on Site	Student will complete college classes	Maintaining records of those enrolled in courses
Offer FAFSA applications support on site or while still incarcerated	Students qualifying for Pell and BOG Grants	Tracking of number of students who have completed their FAFSA form
Provide distance learning opportunities through technology to supplement classroom instruction	Additional resources for student learning	Increased completion rates
Provide ACCUPLACER assessments while still incarcerated	Students will have required testing completed for community college prior to release date along with being registered for classes	Tracking those enrolled in community college prior to release
Provide Two-week work readiness boot camp	OED modules/courses to be used in "Get Ready 4 Work" program	Enrollment
Review ESL and basic skills college programs to develop ways to accelerate adult student programming with Educational Advisor and college Project Director	A review of ESL and basic skills college programs leading to better ways to address program development	Project Director assessment of ESL and basic skills areas in data collection
Research new and advanced instructional materials	Improved course curriculum	CASAS test scores
Hire additional staff to administer HSE tests.	Increase number of testing dates available to community	Number of testing candidates

### Objective 6: Shared Professional Development

*Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.*

The ABout Students Regional Consortium prepared plans for 2015/16 professional development collaboration to include enhancing the use of technology as a tool of instruction, sharing expertise by hosting workshops and trainings, and increasing conference attendance opportunities for staff and faculty. Most professional development activities provided by members were experienced locally, addressing the unique needs of staff and faculty. Offers to participate in professional development were extended to regional partners but few from outside agencies participated. Most members were able to provide opportunities to their staff to attend adult education conferences including the California Council on Adult Education, California Adult Education Administrators Association, and CASAS Summer Institute. CALPRO and OTAN professional development workshops, webinars and trainings were offered to staff throughout the region. Teachers attended training on differentiated instruction, teaching techniques for a multi-level ESL class, and computer applications. Members also attended the CALPRO Leadership Institute. Some professional development indirectly occurred through the participation of the consortium review committees. The ABout Students Regional Consortium established three review committees (Allocation, Accountability, and Annual Plan) and invited staff, teachers and faculty across the region to participate. During committee meetings, participants discussed best practices and shared processes which resulted in student growth and achievement. Participants learned about assessments and curriculum which addressed the needs of students. Outcomes from committee meetings clearly identified continued need for regional professional development among consortium members and staff.

**Objective 6 Activities**

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

Activity	Outcomes Expected	Method of Assessing Impact
Scheduled meetings with program teachers and staff	Increased collaboration within and between departments	Improved collaboration
Establish focus groups to discuss curriculum and program development	Increased collaboration within and between departments	Improved collaboration
Conduct Staff PD survey	Identify Needs	Identify Needs
WASC accreditation application and review	Application, Self-Study and Visiting Committee Review	WASC accreditation granted
Provide professional development for all staff and faculty	Support to students in completion of all programs	Registration/attendance of conferences, seminars, workshops, webinars and other approved professional development of 7 program areas
Participate in consortium meetings and subcommittees by college personnel as agreed.	Up to date information to assist program development, assessment, and reporting	Attendance of key college personnel
Participate in new program development areas as recommended by college system and agreed to by Consortium	New program developed consistent with planning of colleges and ABout Students consortium	Number of new college programs created during the year
Meet with adult schools periodically during the year to discuss professional development strategies leading to ongoing assessment coordination	Meetings scheduled periodically with adult schools by Project Director and staff during the year to discuss professional development for better coordination of assessment	College Project Director will evaluate progress and impact of meetings with adult schools
Provide training opportunities through OTAN, CALPRO and CASAS	Curriculum and accountability enhancement	Attendance Certificates
Provide Digital Badges training	Improved communications through utilization of Digital Badges System	Attendance Certificates
Provide Technology training such as Google Docs and online resources	Improved use of technology in and out of the classroom	Attendance Certificates

**Objective 7: Leveraging Resources**

*Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.*

Leveraging regional resources has been limited in the ABout Students Regional Consortium. Members have focused on the local district resources to build and establish programs. Those resources include expanding the use of district facilities at satellite locations and exploring other local locations for offering services. However, all consortium public meetings have been held at a centralized location at the International Brotherhood of Electrical Workers Union Hall while committee meetings have been held at the Riverside County Office of Education, both participants in the ABout Students Consortium. The use of these facilities has enabled the consortium members to work diligently on the implementation of the plan and develop collaborative relationships in the region. Additional partnerships have been formalized through the Workforce Innovative and Opportunities Act Memorandum of Understanding Agreement with five of our members and the Workforce Development Board of Riverside. The members anticipate continued development of leveraging of resources through the activities of the MOU.

**Objective 7 Activities**

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Participate with local chamber of commerce	Chambers of Commerce for the cities of Corona, Jurupa, Moreno Valley and Riverside	Membership and participation in WASC and Advisory Committees	Increased involvement in local community activities	Community involvement in potential hiring and/or WASC accreditation process.
Create a partnership with RCOE to develop CTE classes	RCOE	Provides CTE instruction	Implementation of CTE programs	Additional course offerings.
Participate in Workforce Development Board Committees, One-Stops, and activities	WDC	Referrals	Create a pipeline to programs and services	Increased enrollment through MOU
Leverage economic, workforce, and community development resources of colleges to serve adult students in the region	WDC	Referrals	Coordinate with the colleges' economic development units to seek opportunities for adult education students	Quantitative data on students who participate in these programs
Identify potential employers in the area to create opportunities for adult education students	Economic Development	Referrals	Work with college Economic Development units to identify employers and opportunities for students who are participating in programming	Quantitative data collected on participants in employer-related programs for adult students
Integrate services into district programs	AUSD	Collaboration opportunities	Career Education	Agendas Curriculum Guides
Collaborate with Riverside City Programs, staff	City of Alvord	Outreach	Community Services	Agendas Flyers
Expand class satellite sites and partnership locations in the community improved outreach Program growth Maps, flyers	Cities, libraries, churches	Outreach and facilities	Improved outreach and program growth	Maps and flyers
Furnish satellites sites	Community locations	Provides facilities	Increase course access	Purchase orders
Leverage resources from community: One-Step, ELAC, public libraries, city, United Way	Community Organizations	Scholarships, facilities	Increase enrollment, provide scholarships	Enrollment and attendance data
Continue contracts with DPSS	DPSS	GAIN Referrals	Increase access to GAIN students	DPSS referrals

## Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature**


- Click here to confirm that you are ready to submit your Annual Plan.

