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Section 1: Consortium Information

Southwest Riverside County Adult Education Regional Consortium

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Southwest Riverside County Adult Education Regional Consortium

Submitted:

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Southwest Riverside County Consortium has been committed to implementing and expanding our promising programs to help adults acquire the skills necessary to prepare for college, career, and the workforce. Our consortium has worked toward reaching this goal over the last three years, by strengthening core academic skills through contextual learning, aligning resources to strategic goals, integrating career pathways framework into curriculum including virtual learning if applicable, offering individualized multi-year professional development to adult educators and providing student support services that reduce barriers to completion and advancement to higher levels of future education and employment.

The implementation and beginning of consortium wide career pathways benefited our entire region in providing comprehensive services (academic and vocational) while avoiding potentially unnecessary duplication of services. As we began developing these career pathways, we worked with our partners and regional workforce data to receive input from all stakeholders and to align to high need current and future employment areas in our region. We implemented our website that contained our career pathways and provided our students, partners and members with information about our consortium programs and potential career/higher education choices. We also offer many HSE, ESL, and CTE courses of study at three correctional facilities within our region to help reduce recidivism.

Our consortium steering committee members continue to meet monthly as we have over the last four years. This open communication has supported us through periods of growth and helped to strengthen our partnerships with all stakeholders. We continue to work cohesively striving to improve our practice and push ourselves for the benefits of the students we serve. Annually over the last four years we have shared our progress and successes along with our future plans with our partners and community members by hosting a community forum. With our community forum, we are able to share our annual success while spotlighting upcoming plans and goals.

Over the last three years our consortium has been able to implement regional common assessments, a student information system and professional development. Our consortium has also partnered with West-Ed, implementing entrance and exit surveys for all of our students to track student input and progress. These areas of consistency have supported growth and alignment of services and data integrity. We are able to provide more seamless transitions for our students to move through the region within their educational goals. These common practices have also enabled us to begin to offer concurrent coursework for our students transitioning into post-secondary education. Over the next several years we plan to focus on and expand this area throughout our region. We also have implemented and focused on student support services consortium wide. This includes counseling

support provided through our community college member. These services provided weekly to each member at their respective programs, allows us to ensure all students have access to career and educational counseling.

As we continue to move forward, we look to our student data through West-Ed, CASAS, ASAP and our academic counseling staff to help us meet the needs of our students and our region. We have been able to meet many of our initial goals and keep this in mind as we implement long range goals for our next three year regional plan. Our strength remains in our ability to work as a team and to continue to be student driven. From day one, our goal was not to just reinvent what we had been, but to evaluate what we needed to become.

2.2 Pre-Planning Assessment

As we assess our capacity to support the adult population throughout our consortium we look to evaluate our current 2018-2019 levels of service and gaps in service.

As a consortium, we have been very successful at building and sustaining a very strong offering of High School/ High School Equivalency (HSE) and ESL courses throughout our entire region. We are focused on aligning these programs purposefully to ensure student needs are met and that our programs remain as accessible and consistent through our consortium as possible. We have faced some challenges when aligning assessments, but overall by using CASAS as our form of assessment for the last few years, we offer standardized programs with similar placement and educational services. All of our consortium members offer HSE courses funded through AEP, WIOA, CalWORKs, LCFF, and community partner funding.

ESL courses are offered through five of our consortium programs. When courses are not offered through one of the adult schools and their K12 district, MSJC, our community college steps in when asked to partner and provide ESL services. This partnership exists in four of our partnering consortium K12 districts. The funding to support ESL classes comes from WIOA and AEP funding.

An ongoing area of focus for our consortium is within the area of workforce training programs and coursework. Career and workforce training courses and certificate programs over the last year have expanded throughout our consortium. We now offer courses within seven of our ten member's programs. Although this was a large step forward in the last year, we still see this as a primary area of need to continue to grow and expand. Funding for these courses comes from AEP, WIOA, LCFF and community partner funding.

Throughout our consortium, we have put an emphasis on workforce programs that lead into post-secondary certificate and degrees or completion certificates leading into employment or apprenticeships. These courses include, for example, basic automotive, medical training, and the trades to name just a few. There was strategic planning used when creating these course and certificate programs. Our consortium as a whole committed funds to offerings that lead to post-secondary certificates and degrees while also creating new courses that supported areas of need that we had not previously offered (see Table 1). Funding decisions were consistently aligned to Regional Labor Market and Local Workforce Development Board data. We also ensure that there is a constant focus on not offering repetitive courses within our consortium.

Emphasizing support services to the students in our region has been a focus for us. Over a year ago, we implemented a model program of academic counseling consortium wide. We shared this program with the state as a Promising Practice.

Our model includes academic counseling through the community college, where each consortium member is supported with a counselor weekly. Each consortium program then has created a role for

their counselor to support students as they finish their coursework with their individual adult programs and create educational and work plans for their future. This counseling support service has also increased capacity among our region for financial aid access, career planning and the successful transitioning of students. We continue to track data for the number of students that successfully obtain their educational and career goals.

We are fortunate that our consortium members represent all of our feeder K12 adult schools, our county office of education and our local community college in the region. All of our schools in our consortia offer HSE courses and are aligned to our community college. Four of our members offer ESL programs, and seven of our members offer individual workforce training. In addition our Riverside County Office of Education offers programs that service our incarcerated population.

The Family Life Center, one of our strongest partners from the beginning, provides educational and employment services while also being available to support our students by paying for GED and HISET testing. They are able to provide these benefits for our students age 18-24. The American Job Centers of California (AJCC), in addition also support our students with job training and placement for all students in legal residence. Other partners include the Riverside County Sheriff's Association, which supports the jails with educational and career services and the Riverside County Probation Department which supports HSE and CTE training at a community corrections site.

Our consortium includes five members who are WIOA recipients. With these funding requirements, we find our entire consortium aligning within the WIOA guidelines. We have collectively partnered with our local AJCC to support students transitioning between the two programs and their respective services. Through our local MOU we have put in place support services and practices that allow us to support student needs within our region. We have put in a place a counseling liaison to ensure consistency and constant communication when students are dual enrolled in both programs.

MSJC, our community college member, is a recipient of Strong Workforce Program funding through their CE department. All of our consortium members are also feeder K12 programs with MSJC as their local community college and share in the benefits from this funding. As we plan for new non-credit course offerings as pathway courses into certificate and degree programs, we can align into some of the new growth due to this funding. There is also opportunity in the future for more outreach support services.

Key Partners:

<u>Partner</u>	<u>Organization</u>	<u>Contact Information</u>
Veronica Arana	City of Perris	varana@cityofperris.org
Valerie Backus	Murrieta School District	VBackus@murrieta.k12.ca.us
Joe Balleweg	Temecula Valley USD	jballeweg@tvusd.k12.ca.us
Arin Banks	DPSS	abanks@rivco.org
Hilario Bercilla	AJCC Partner	Hilario.Bercilla@rescare.com
Lisa Campbell	MSJC CalWORKs	lcampbell@msjc.edu
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Lenore DeJesus	Family Life Center Partner	ledejesus@cflckids.org
Mark Dumbeck	Soboba Resort HR Director	mdumbeck@soboba.net
Maryann Edwards	Temecula Valley USD	medwards@tvusd.k12.ca.us
Wendy Frederick	Workforce Development RivCo	WFrederick@RIVCO.ORG
Amy Goeltzenleuchter	Burlington English	amy.g@burlingtonenglish.com
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Mike LaBruno	Carpenters Training Fund	MLaBruno@swcarpenters.org
Arthur Layne	Balfour Construction	LArthur@Balfourbetty.us.com
Rosa Lazenby	Riverside County Sheriff Org.	rlazenby@riversidesheriff.org
Cindy Loo-Garcia	ASAP Tech. Support	cloogarcia@asapconnected.com
Morris Meyers	MSJC	mmyers@msjc.edu
Jennifer Niess	AUMT Phlebotomy	Jennifer@aumt.org
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Jeffrey Scott	Carpenters Training Fund	JScott@swcarpenters.org
Leslie Trainor	Workforce Development RivCo	LTrainor@RIVCO.ORG
Julie Torrell	Riverside County Probation	jterrell@rcprob.us
Mike Vargas	Perris Mayor	mvargas@cityofperris.org
Charles Walker	City of Temecula	charles.walker@temecula.gov
Tricia White	CCI (Condensed Curriculum Institute)	trishia@condensedcurriculum.com
Jay Wright	Student Data Partner	jwright@casas.org

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Murrieta Valley Adult School	K-12 District	24150 Hayes Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hemet Valley Adult School	K-12 District	831 E. Devonshire Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Valley Adult School	K-12 District	520 Chaney Street Lake	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perris Community Adult School	K-12 District	418 West Ellis Avenue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
San Jacinto Adult Education – Mt.	K-12 District	1000 N. Ramona Blvd.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Temecula Valley Adult School	K-12 District	32225 Pio Pico Road	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mt. San Jacinto College	Com. College	1499 N. State St., San Jacinto	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Banning Adult School	K-12 District	1151 West Wilson St.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Beaumont Adult School	K-12 District	1575 Cherry Ave.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Riverside County of Education SW	Riverside County	3939 13 th St., Riverside	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. Funding for Adult Education Programs and Services

CAEP Program Area Reporting: 2017-18

San Jacinto Unified

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Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$243,340	Not Entered	Not Entered	Not Entered	Not Entered	\$94,911	Not Entered	\$338,251
CalWORKs	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$243,340	\$0	\$0	\$0	\$0	\$94,911	\$0	\$338,251

CAEP Program Area Reporting: 2017-18
Riverside Co. Office of Education

Status: Certified



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35 Southwest Riverside County Adult Education Regional Consortium

Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$583,195	\$11,027	Not Entered	Not Entered	\$59,920	Not Entered	Not Entered	\$654,142
CalWORKs	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$319,450	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$319,450
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$41,067	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$41,067
Contracted Services	\$508,151	Not Entered	Not Entered	Not Entered	\$362,486	Not Entered	Not Entered	\$870,637
Totals	\$1,451,863	\$11,027	\$0	\$0	\$422,406	\$0	\$0	\$1,885,296

CAEP Program Area Reporting: 2017-18

Perris Union High

35 Southwest Riverside County Adult Education Regional Consortium

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Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$120,573	Not Entered	Not Entered	Not Entered	\$38,076	Not Entered	Not Entered	\$158,649
CalWORKs	\$705	Not Entered	Not Entered	Not Entered	\$223	Not Entered	Not Entered	\$928
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$29,291	Not Entered	Not Entered	Not Entered	\$9,250	Not Entered	Not Entered	\$38,541
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
In-kind Contributions	\$11,323	Not Entered	Not Entered	Not Entered	\$3,576	Not Entered	Not Entered	\$14,899
Totals	\$161,892	\$0	\$0	\$0	\$51,125	\$0	\$0	\$213,017

CAEP Program Area Reporting: 2017-18

Murrieta Valley Unified

35 Southwest Riverside County Adult Education Regional Consortium

Status: Cer



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$92,207	\$201,538	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$293,745
CalWORKs	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$39,031	\$58,015	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$97,046
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
In-kind Contributions	\$6,405	\$9,516	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$15,921
Totals	\$137,643	\$269,069	\$0	\$0	\$0	\$0	\$0	\$406,712

CAEP Program Area Reporting: 2017-18

Mt. San Jacinto CCD

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Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$102,606	\$368,455	\$0	\$0	\$51,351	\$110,411	\$5,199	\$638,022
CalWORKs	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	\$30,760	\$110,457	\$0	\$0	\$15,394	\$33,099	\$1,559	\$191,269
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$78,570	\$282,141	\$0	\$0	\$39,322	\$84,547	\$3,981	\$488,561
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
In-kind Contributions	\$19,941	\$71,608	\$0	\$0	\$9,980	\$21,458	\$1,010	\$123,997
Comm. College Supportive Services	\$139,954	\$502,571	\$0	\$0	\$70,043	\$150,601	\$7,092	\$870,261
Totals	\$371,831	\$1,335,232	\$0	\$0	\$186,090	\$400,116	\$18,841	\$2,312,110

CAEP Program Area Reporting: 2017-18

Lake Elsinore Unified

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Status: Cert



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$280,556	\$391,858	Not Entered	Not Entered	\$10,146	\$1,601	Not Entered	\$684,161
CalWORKs	\$22,607	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$22,607
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$31,902	\$39,547	Not Entered	Not Entered	\$1,024	\$162	Not Entered	\$72,635
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$213,589	\$298,324	Not Entered	Not Entered	\$7,724	\$1,219	Not Entered	\$520,856
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA I / ITAs	\$40,000	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$40,000
In-kind Contributions	\$7,205	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$7,205
Totals	\$595,859	\$729,729	\$0	\$0	\$18,894	\$2,982	\$0	\$1,347,464

CAEP Program Area Reporting: 2017-18

Hemet Unified

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Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$394,412	\$109,251	Not Entered	\$103,869	\$31,938	Not Entered	Not Entered	\$639,470
CalWORKs	\$31,062	\$8,604	Not Entered	\$8,180	\$2,515	Not Entered	Not Entered	\$50,361
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$27,924	\$7,735	Not Entered	\$7,354	\$2,261	Not Entered	Not Entered	\$45,274
Fees	\$29,700	\$8,227	Not Entered	\$7,822	\$2,405	Not Entered	Not Entered	\$48,154
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$483,098	\$133,817	\$0	\$127,225	\$39,119	\$0	\$0	\$783,259

CAEP Program Area Reporting: 2017-18

Beaumont Unified

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Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$51,447	\$109,902	\$0	\$609	\$501,969	\$307	\$1,989	\$666,223
CalWORKs	\$258	\$551	Not Entered	\$3	\$2,516	\$2	\$10	\$3,340
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	\$89,261	\$190,678	Not Entered	\$1,057	\$870,908	\$533	\$3,451	\$1,155,888
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$30,895	\$65,997	Not Entered	\$366	\$301,436	\$184	\$1,195	\$400,073
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$171,861	\$367,128	\$0	\$2,035	\$1,676,829	\$1,026	\$6,645	\$2,225,524

CAEP Program Area Reporting: 2017-18

Banning Unified

[35 Southwest Riverside County Adult Education Regional Consortium](#)

Status: Certi



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$121,209	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$121,209
CalWORKs	\$7,982	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$7,982
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	\$121,402	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$121,402
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$250,593	\$0	\$0	\$0	\$0	\$0	\$0	\$250,593

CAEP Program Area Reporting: 2017-18

Temecula Valley Unified

[35 Southwest Riverside County Adult Education Regional Consortium](#)

Status: Cer



Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Totals
CAEP	\$153,327	Not Entered	\$6,389	Not Entered	Not Entered	Not Entered	Not Entered	\$159,716
CalWORKs	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	\$7,285	Not Entered	Not Entered	Not Entered	Not Entered	\$7,285
Fees	\$1,046	Not Entered	\$44	Not Entered	Not Entered	Not Entered	Not Entered	\$1,090
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$154,373	\$0	\$13,718	\$0	\$0	\$0	\$0	\$168,091

2.3 Community Need and Customers

As illustrated in the following chart, the Southwest Riverside County region has 42% of its population with a high school diploma or below. Over 86,000 people over the age of 25 did not complete high school, so the need for a high school diploma is great. Across generations, 25% of each age group stopped going to school after high school. Another 28% started college but didn't achieve a degree. Together, 70% of the region's population does not hold a college degree. Our counselors that offer transitional services into post-secondary help the many potential customers here and when students achieve a high school equivalency, they have clear access to this support.

This area has had 37% of its population receiving public assistance in the last 12 months. Though 10% in the region are consistently below poverty level, 18% of those who speak Spanish but little English are living consistently at or below poverty level. This is close to 11,000 people. 63% of those who speak Spanish at home have less than a high school diploma, but the unemployment rate is 4%. Therefore, the need is for ESL and ABE classes for these customers that work with their busy schedules so they can get better paying jobs. The region offers evening classes with counseling during these hours. Counselors have also created a resource guide that lists agencies providing other assistance. We align with the needs in this way. Career education options in the evening may be an area for growth.

Those aged 18 - 29 have the highest rates of unemployment, although more in their age groups have completed high school than their elders. This indicates an opening for college/career counseling, transition and support services, career technical education, on-the-job training, and apprenticeship opportunities. Our workforce readiness and range of career education offerings and certificate programs prepare students for employment. With emphasis on the top five regional industry sectors; healthcare, manufacturing, logistics and transportation, construction, and renewable energy. Some of the region's top industries and jobs were met with our CTE programs in 2018 with more under development that target specific needs.

Of those who speak English less than "very well" -- 75,000 people -- the median age is around 40 years old. This shows a need for ESL classes for this age group, which includes parents of school-aged children. Regardless of the language proficiency, there are 61,000 people in our region who are not citizens of the United States. These potential students could utilize our classes to prepare for their naturalization interviews. Four agencies offer ESL classes during the day, including local community partners like elementary schools and libraries, and two offer citizenship courses.

This data shows that our programs are in the right areas of student need. Every consortium member offers a pathway to high school completion. We are increasing the number of Career Education options, with 7 of 10 agencies currently offering CTE training. The CTE courses currently support key industries such as health care with medical billing and certified nursing, and also the building trades with welding and carpentry. Areas to grow include hospitality and information technology. Employers across industries ask us to send them people with soft skills who make trainable employees; our programs seek to align employer expectations by including these skills in our curricula. As we pursue taking a more individualized approach to tracking student goals through the implementation of the ILP, we will find out more accurately how well our career and educational programs align to the goals of students.

2.4 Identifying Goals and Strategies

Figure 1. Logic Model

Goal Statement 1: Work toward the outcome of each individual student. Each student will have a student-identified goal Consortium-wide

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
-Agency commitment -Counselor appointments -Student communication	-Create and implement a student tool for planning their educational, personal, and career goals -Increase one-on-one activities for student support and transition	-Students will have accomplished their desired personal goals	-Creation of a tool for student use with their counselor to set goals and outline the path toward them -Increased awareness by staff and students of the impact our programs have on the lives of our students -Increase in student progress towards career/educational goals	-Increase in student buy-in and personal satisfaction -More student perseverance -Higher rates of student participation -Higher rates of student completion	-Increase in students achieving long-term outcomes -Create and implement an effective tool program-wide
Assumptions			External Factors		
Students will be able to identify and communicate their needs and goals.			Support from program staff members to move in this direction.		
Students will increasingly participate in one-on-one counseling appointments.			Funding to support counseling staff and support services		
The tool to plan will be user-friendly and include all information a student needs.			Data changes could impact our processes we put in place or identify as student success		
All partners in our consortium will support this goal					

Goal Statement 2: Help students to achieve faster program completion and desired program outcomes

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
-Agency knowledge -Strong relationships program staff -Aligning services and program offerings -Increasing partnerships for additional programs and support services -Braiding services and program offerings -Consistency among consortium members -Articulation agreements	-Program mapping -Utilize the ILP for tracking education, personal, and career goals -Course offerings consortium-wide that bridge into certificate and credit tracks -Regional planning aligned to career sectors based on employment data for our region -Comprehensive scheduling options -Offering courses that align to recognized degrees and certificates through the state chancellor's office	-Students will, on average, move through programs faster and transition to their next step sooner than in the past -More students will complete their programs	-A schedule of courses region wide per term that support student needs on a timely basis -Building stronger community in our programs between support staff, instructors, students and partners -Data supports an increase in student attendance -An increase of counseling support	-Data supports students increasing academic levels -Data supports students progressing through their program at an accelerated rate -Increased counseling support to ensure planned outcomes are facilitated	-A larger number of students will complete their programs and transition into post-secondary or employment -More students will consistently attend and complete their programs -Student driven schedule to expedite student need
Assumptions			External Factors		
Students will identify their area of study or academic and career goals Core areas of study (ESL, HSE and career training) will be offered throughout our region at flexible times to support student need			New industries or occupations may arise that need research and piloting of new training programs		

Goal Statement 3: Increase career education courses throughout the region that align to post-secondary, certificate, degree programs, and regional employment needs

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> -Each agency will partner with their district to support growth in this area -Continue to ensure we do not overlap services unnecessarily but offer as many viable options as possible that align to employment sectors in our region -New partnerships with local training programs and other educational entities -Regional labor market data 	<ul style="list-style-type: none"> -Ongoing involvement in partnering activities with AJCC, and Workforce Development -A continued effort to participate with industry boards and partners -Regular presentations and updates with industry partners -Continue to create new curriculum through the state Chancellor's office -Expand our pre-apprenticeship offerings -Increase more bridge non-credit academic and career courses to support successful student transitions 	<ul style="list-style-type: none"> -Students will have viable local options to continue their post-secondary objectives with degree and certificate programs -A higher percentage of students will complete career and educational programs -Students will access higher levels of employment 	<ul style="list-style-type: none"> -New courses will be created and submitted to be offered by fall 2019 and spring 2020 -Child development -Construction -Business Communication -Culinary -Welding -Soft skills training -Graphics -Computer coding 	<ul style="list-style-type: none"> -Data will show increases in the number of students completing non- credit career coursework and entering credit degree and certificate programs -Data increase for the number of students transitioning from Adult Education career classes into post-secondary CE degree and certificate programs -Community College will continue to create four new non-credit career training classes while their prior proposed career classes will be cleared through the state Chancellor's office as approved non-credit courses Digital Media CAD Communications/Teamwork/Leadership certificate Real Estate 	<ul style="list-style-type: none"> -Data will show an increase in the number of students completing post-secondary degree and certificate programs successfully -All consortium agencies will be offering career training courses or work with a partner to offer these courses throughout our region

Assumptions	External Factors
<p>All programs within consortium are currently offering career and certificate training courses or are planning to in the near future.</p> <p>All members are using academic support services to assist student's post-secondary and career goals.</p>	<p>The state department supports our new course offerings.</p> <p>K12, The County Office of Education and our community college administrators support the direction we are going as a consortium.</p>

Goal Statement 4: Continuously Improve quality data collection practices

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
-CASAS data -ASAP data -MIS Chancellor's office data -State AEP -NOVA -West-Ed -Launchboard -YSS -Labor market data -ILP data	-CASAS summer institute -WIOA PD plan -Staff development regional days bi-annually -Monthly data trainings -Monthly data focus e-mails -West Ed surveys	-Solid data reporting to the state AEP and CASAS -Increases in accurate student data -Identify student data patterns -Ability to compare programs with consistent data collection -An increase or decrease in course offerings based on data results	-An increase in staff knowledge in accessing and collecting of data -Better tools put in place to collect data -Consistency across our consortium in collecting data -Use of data to support student needs	-Accurate data will allow us to plan to increase students outcomes -Ability to increase student success based on data patterns	-Student success rates will increase -Student outcomes will increase -We will offer student driven schedules and course offerings
Assumptions			External Factors		
All consortium members will use our available data tools All members will participate in staff development opportunities All members will put a focus on data and data collection Funding based on data CASAS support with accurate data collection			Changes in staff Changes in data requirements from AEP at a state level MIS data collection challenges Member districts supporting our student information and data systems in addition to their own systems		

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By fall 2019, we will have created the ILP tool collaboratively among all 10 Consortium members.
2. By fall 2019, all Consortium members will be utilizing the ILP with a test group.
3. By June 2020, all Consortium members will create a program map visually representing their paths to completion for all programs offered.
4. By fall 2020, all Consortium members will offer a CTE course that can matriculate into a post-secondary program or industry recognized certificate.

2.5 Piloting and Implementation

Goal 1: Work toward the outcome of each individual student. Each student will have a student-identified goal Consortium-wide

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
<ul style="list-style-type: none"> -Implement Individual Learning Plan (ILP) tool -Develop a system to monitor and support the ILP 	<ul style="list-style-type: none"> -Track number of students using ILP -West Ed surveys -Analyze student goals for projected needs throughout region 	<ul style="list-style-type: none"> -Increase one-on-one support staff appointments -Offer relevant professional development 	<ul style="list-style-type: none"> -West Ed Exit Surveys -CASAS data -Data from ILP -Success stories

GOAL 2: Help students to achieve faster program completion and desired program outcomes

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
<ul style="list-style-type: none"> -Consortium wide master schedule -Program mapping consortium wide -Consortium website -Look at concurrent enrollment options 	<ul style="list-style-type: none"> -CASAS data, ASAP data, YSS data and West Ed -Enrolled numbers in career courses 	<ul style="list-style-type: none"> -Analyze student program progress -Sustained enrollment in programs 	<ul style="list-style-type: none"> -Analyze student program progress -Analyze student transitioning to post-secondary

GOAL 3: Increase career education courses throughout the region that align to post-secondary, certificate, degree programs, and regional employment needs

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
-Construction pre-apprenticeship -Pilot online career classes -Welding classes -Community college non-credit career classes	-Course completion rate -Certificates earned -Enrollment data -Employment date -Attendance data -Number of students transitioning to career classes -Regional labor data -CASAS data	-Course completion rate -Certificates earned -Enrollment data -Employment date -Attendance data -Number of students transitioning to career classes -Regional labor data	-Employment rate after course completion -Post secondary transition data -Launchboard

GOAL 4: Put in place quality data collection practices

Pilot or Prototype of New Strategies	Types of data used / Tools for data collection	Continuing Improvement Plan	Summative data strategies to access overarching impact
-Use a schedule of data management and clean-up, broken into monthly focus areas	<ul style="list-style-type: none"> • WIOA • AEP • Error reports • West Ed • NOVA • Launchboard • ASAP • CASAS • YSS 	-Data analysis -Ongoing professional development -A singular focus on data consortium wide	-Consortium professional development plan -Consortium wide data analysis annually -Monthly meetings -West Ed annual reports

Section 3: Appendix

3. 1:CAEP Regional Data

Selected Social Characteristics of the California Adult Population

35 Southwest Riverside County Adult Education Regional Consortium
Universe: Population 25 and over except where otherwise indicated

Area: #####
Population Density: #####

	Total	Less than high school diploma		HSD or HSE		Some college, no degree		Unemployed		At or below poverty level		Speak English less than "very well"	
		Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent
Population 25 and older	541,220	86,495	16	143,253	26	152,035	28	30,458	6	53,807	10	75,065	14
Age													
18-24	81,668	11,541	14	31,625	39	31,282	38	12,625	15	9,496	12	3,488	4
25-29	55,578	6,092	11	17,591	32	17,578	32	6,104	11	5,679	10	4,078	7
30-34	55,101	7,586	14	14,425	26	16,096	29	4,448	8	6,045	11	5,329	10
35-39	54,478	8,764	16	12,806	24	14,486	27	4,590	8	6,943	13	7,788	14
40-44	54,898	9,179	17	13,914	25	14,325	26	3,766	7	5,415	10	9,078	17
45-49	55,317	9,259	17	14,528	26	14,542	26	3,056	6	5,371	10	11,337	20
50-59	104,794	16,921	16	27,692	26	31,299	30	6,525	6	10,516	10	15,605	15
60+	161,054	28,693	18	42,295	26	43,710	27	1,968	1	13,838	9	21,850	14
18-49	357,040	52,421	15	104,890	29	108,308	30	34,590	10	38,949	11	41,097	12
Sex													
Male	260,341	42,986	17	69,969	27	69,796	27	15,326	6	22,138	9	35,003	13
Female	280,880	43,509	15	73,283	26	82,240	29	15,132	5	31,669	11	40,062	14
Race and Hispanic Origin													
White alone	385,803	53,171	14	104,117	27	114,073	30	20,492	5	34,765	9	34,846	9
Non-Hispanic White alone	285,588	21,772	8	76,337	27	89,852	31	14,129	5	22,498	8	3,514	1
Black alone	30,292	1,939	6	6,882	23	10,485	35	2,379	8	4,127	14	347	1
Asian / Native Hawaiian or Pacific Islander alone	36,873	4,138	11	6,725	18	6,942	19	1,724	5	2,413	7	12,459	34
Two or more / Other race alone	88,253	27,247	31	25,529	29	20,535	23	5,863	7	12,501	14	27,412	31
Hispanic (of any race)	175,378	57,410	33	49,963	28	41,048	23	11,074	6	22,938	13	58,273	33
Nativity and Citizenship Status													
Native born	406,801	37,186	9	112,073	28	129,644	32	23,985	6	36,732	9	6,159	2
Foreign born	134,420	49,309	37	31,180	23	22,391	17	6,473	5	17,076	13	68,905	51
Not a U.S. Citizen	61,302	29,734	49	14,829	24	7,285	12	3,455	6	10,944	18	39,961	65
Speak English less than "very well"													
Speak Spanish at Home	58,935	37,024	63	13,280	23	5,618	10	2,458	4	10,774	18	58,935	100
Speak Some Other Language at Home	16,129	3,882	24	4,054	25	2,389	15	558	3	1,771	11	16,129	100
Veteran Status													
Veterans within the Civilian Population	59,117	2,910	5	12,482	21	20,165	34	2,091	4	3,124	5	1,405	2
Income													
At or below Poverty Level	53,807	16,248	30	16,293	30	13,607	25	7,299	14	53,807	100	12,545	23
Received Public Assistance Income in the last 12 months	10,880	2,570	24	3,130	29	3,473	32	2,381	22	4,038	37	1,180	11
Employment Status **													
Unemployed	30,458	4,604	15	9,721	32	9,198	30	30,458	100	7,299	24	3,016	10
Disability Status													
With any Disability	94,863	21,350	23	28,317	30	26,280	28	3,797	4	13,718	14	12,119	13
With a Cognitive Difficulty	32,089	8,451	26	10,801	34	8,227	26	1,610	5	4,885	15	3,873	12

Source: U.S. Census Bureau; American Community Survey (ACS), Five-Year Public Use Microdata Sample (PUMS), 2012-2016

* For the population that speaks a language other than English at home

3.2: 2018 West-Ed Regional Student Survey Entry Data

Sample Characteristics (page 4)

- Trend toward younger students: the percentage of students “18 to 24 years old” was 34% in 2018 as compared to 27% in 2017 and 19% in 2016. Those “31 and over” declined from 65% in 2016 to 56% in 2017 and 49% in 2018.
- Ethnicity: Slight trend toward increasing white students (10%, 12%, 13%) and decreasing Hispanic (71%, 64%, 64%) from spring 2016 to 2016-17 and 2017-18, respectively. Exit survey has similar trend but more pronounced.

Program Areas (page 5)

- Decrease in ESL: from 54% in spring 2016 down to 33% in 2016-17 and 26% in 2017-18. *This is a very substantial decrease.*
- Basic skills (the other “big” program area), has remained stable and is about 26% in 2017-18.

Educational Goals (page 5)

- Possibly reflecting the general decrease in ESL students, the goal “to pass citizenship exam” decreased from 16% in spring 2016 to 9% in 2017-18. Similarly, “to improve English language skills” decreased from 63% spring 2016 to 45% in 2016-17 and 37% in 2017-18.
- Getting a high school diploma as a goal increased substantially, from 29% in spring 2016 to 36% in 2016-17 and 45% in 2017-18. Getting high school equivalency has declined slightly over the same time period: 24%, 22%, and 19%, respectively.
- There is a modest trend toward higher educational aspirations. Those wanting AA degree increased from 10% to 13%, and a 4-year degree from 10% to 12% from spring 2016 to 2017-18.

Career Goals (page 6)

- The most commonly cited goal remains “Developing new skills”, however it is lower (62% in 2017-18) as compared to previous surveys (67%).
- Job related training as a goal has steadily decreased as a goal, from 32% in spring 2016 to 25% in 2017-18.

Reasons for “Enrolling in your school” (page 6)

- 2017-18 continues the trend toward most reasons decreasing in importance (or remaining stable). The most important reasons remain #1 Future employment opportunities (89%), #2 Availability of courses (85%), and #3 Location close to home/work (78%).
-

Reasons for taking CTE and ESL (page 7)

- There has been a steady decrease in the percentage of respondents who identify as currently enrolled in CTE (12% spring 2016, 9% 2016-17, and 7% 2017-18) Among CTE students, the #1 reason “improve my job skills to get a better job” declined from 67% in spring 2016 to 60% in 2017-18.

- The percentage of students identifying as current/past ESL has dropped significantly from 61% in spring 2016 to 32% in 2017-18. Most reasons for taking ESL tended to be lower in 2017-18 as compared to the past, but the rank ordering has remained consistent. The top 3 reasons are: #1 “To improve the way you feel about yourself” (64%), #2 “To make it easier to do things on a daily basis” (58%), and #3 “To help children with school work” (46%).
- The # of students reporting that they reason they started going to school has changed over time has steadily decreased from 33% in spring 2018, to 26% in 2016-17 and 21% in 2017-18.

Barriers to Educational Goals (page 8)

- Work schedule remains the most commonly reported barrier and is higher than in the past at about 39% in 2017-18.
- Noteworthy is that computer-related barriers have consistently decreased from spring 2016 to 2017-18. “Lack of access to computer/internet” went from 21% to 13% and “Not knowing how to use a computer well enough to learn online” dropped from 25% to 16% over this time.

-

Services/Student Supports (page 9)

- Desires for various student services decreased across the board in 2017-18 as compared to past survey administrations. It is unclear if students report less “need” because they do not have needs or because their schools already offer these services thereby meeting their needs.

-

Transportation (page 10)

- More than 95% of students drive or get a ride to school. Fewer students report walking, busing, or bicycling than in past survey administrations. Entrance & Exit surveys are consistent.

-

Best Time for Classes (page 10)

- “Mornings” still the most popular but decreased from 60% in spring 2016 to 53% in 2017-18.
- “Evenings” #2 in popularity, increasing from 39% in spring 2016 to 44% in 2017.
- “Afternoons” also increased in popularity, rising from 22% to 28% over this time.
- Exit survey results are consistent with Entrance.

-

How Did You Learn About Your School? (page 10)

- Most common way is still “Family/Friend”, but the trend for this reason has been declining (spring 2016 at 57%; 2016-17 at 52%, and 2017-18 at 48%).
- There was an increase in those reporting that they learned about the adult school from “High School”, from 16% in spring 2016 to 23% in 2017-18.
- “School website” as a source for learning about your school has increased from 16% in spring 2016 to 19% in 2017-18.

3.3: 2018 West-Ed Regional Student Survey Exit Data

Sample Characteristics (page 4)

- Participation in terms of number of students increased from 2016-17 (1,784) to 2017-18 (1,931), however the number of member sites conducting surveys dropped from 9 to 8 this last year.
- The trend toward less tenured students continues. The percentage reporting having attended, “less than one year” is 64% in 2018, 58% in 2017 and 53% in 2016.
- Ethnicity: The most notable change (seen on Entrance but less pronounced) has been a trend toward more Caucasian students (9%, 11% and 16%) and a decrease in Hispanic (67%, 64%, and 56%), from 2016, 2017, and 2018 respectively. The proportion of Asian students has also declined slightly over time (9%, 8%, 6%).

Program Areas (page 5)

- Increase in basic skills course taking from 33% in 2016 to 37% in 2017, but stable in 2018 (37%)
- Decrease in ESL course taking from 45% in 2016 to 40% in 2017 and to 32% in 2018.
- The percentage of those taking classes for adults entering/reentering the workforce has been declining from 19% in 2016 to 15% in 2017 and 12% in 2018.

Educational Goals (page 5)

- The most notable trend over the past three years has been a gradual increase in the percentage of students whose goal is career training (job or certificate program), from 8% in 2016, 11% in 2017, and 14% in 2018.
- The trend toward students having generally higher educational aspirations seems to be maintained in 2018. Those wanting AA degrees went from 12% in 2016 to 16% in 2017 and 2018, and for 4-year degree, 12% to 13% and 14% over this time period.

Career Goals (page 6)

- The goal of developing new skills decreased from 2016 (68%) to 2017 (62%) and 2018 (62%) but remains the most popular career goal.
- License/certification as a goal increased from 20% to 24% then 28% from 2016 to 2018, respectively.

Reasons for “Enrolling in your school” (page 6)

- Mostly unchanged from 2016 to 2017 and tending to decline slightly in 2018 across reasons., The most important reasons remain consistent: #1 Future employment opportunities, #2 Availability of courses, and #3 Location (close to home).

Reasons for taking CTE and ESL (page 7)

- Among CTE students, most reasons tended to decline from 2016 to 2018. the #1 reason remains “improve my job skills to get a better job”, followed by “to complete a program/certificate to get a job”.
- Among ESL students, the top 2 reasons remain consistent with previous years: #1 “To improve the way you feel about yourself”, #2 “To make it easier to do things on a daily basis”. Noteworthy changes have

been an increase in “to get US citizenship” (25%, 29% and 35%) and “to get a job” (37%, 36% and 45%) from 2016 to 2018, respectively.

Barriers to Educational Goals (page 8)

- Work schedule is most commonly reported barrier and has remained stable over-time at about 40%.
- There has been a gradual decrease in the percentage of students reporting they, “do not have access to a computer and/or the internet”, from 18% in 2016, to 15% in 2017, and 13% in 2018.

Services/Student Supports (page 9)

- There is an increasing trend for students to find services “very or somewhat helpful” across services in from 2016 to 2018. *This is a very positive and important finding (see Table 13).*
- There was a consistent trend of a lower percentage of students reporting “school does not provide” for most services in 2018 versus 2017 versus 2016 suggesting greater awareness among students of services offered, or more services are being offered (e.g. counseling services).

Transportation (page 10)

- Consistently, well over 90% of students drive or get a ride from family/friends to get to classes.

Best Time for Classes (page 10)

- “Mornings” is still the most popular but is declining overtime from 56% in 2016 to 53% in 2017 and 50% in 2018.
- “Evenings” is the still #2 in popularity and has increased to 46% in 2018 from 41% in 2016 and 2017.

How Did You Learn About Your School? (page 10)

- Most common way remains “Family/Friend”, but this is declining over time. Fewer chose this reason in 2018 (46%) than in 2017 (52%) or 2016 (57%).
- There is an increasing trend in those reporting that they learned about the adult school from “School website”, from 16% in 2016 to 18% in 2017, and 22% in 2018.

3.4: 2018 Labor Market Data

Occupation	2017 Jobs	2017-22 % Change	2017-22 Annual Openings	Entry to Experienced Hourly Wages*	% of Workers age 55+	Top Skills 2018 In Job Ads
Heavy and Tractor-Trailer Truck Drivers	30,621	11%	4,052	\$17.12 to \$26.83	26%	HAZMAT, Post Trip Inspections, Scheduling
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	23,612	2%	2,663	\$13.79 to \$22.63	32%	Scheduling, Data Entry, Appointment Setting
Customer Service Representatives	17,416	8%	2,581	\$13.63 to \$21.95	16%	Sales, Data Entry, Customer Contact
Teacher Assistants	19,616	9%	2,438	\$12.95 to \$18.69	25%	CPR, Special Education, Record Keeping
Registered Nurses	28,619	14%	2,324	\$38.05 to \$54.90	25%	Advanced Cardiac Life Support (ACLS), Treatment Planning, CPR
Carpenters	20,054	4%	2,033	\$14.00 to \$26.19	21%	Repair, Drywall, Hand Tools, Framing
First-Line Supervisors of Retail Sales Workers	16,319	5%	1,940	\$13.06 to \$21.40	19%	Store Management, Scheduling, Sales Goals
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	15,560	9%	1,916	\$19.10 to \$38.43	25%	Customer Service, Outside Sales, Prospective Clients
Bookkeeping, Accounting, and Auditing Clerks	15,888	4%	1,914	\$15.50 to \$23.54	34%	Accounts Payable, Quickbooks, Customer Billing
First-Line Supervisors of Office and Administrative Support Workers	14,936	7%	1,703	\$20.85 to \$31.89	23%	Scheduling, Budgeting, Staff Management

Source: EMSI 2018.3 and Burning Glass – Labor Insights

*Entry is 25th percentile and Experienced is 75th percentile wage

Industry	2017 Jobs	2017-22 Change	2017-22 % Change	Average Earnings Per Job	2017 Establishments	2017 LQ	% of Industry workers age 55+	Top Employers Posting Jobs 2018
Individual and Family Services	57,721	20,138	35%	\$18,792	45,401	2.22	30%	The MENTOR Network, Childhelp Inc., Uplift Family Services
Warehousing and Storage	58,943	18,569	32%	\$43,532	323	5.58	12%	Lineage Logistics, Americold Logistics, A Storage Place
Restaurants and Other Eating Places	124,346	16,299	13%	\$22,110	5,915	1.14	12%	BJ's, Pizza Hut, Domino's Pizza, Starbucks
Education and Hospitals (Local Government)	127,683	10,099	8%	\$80,493	1,471	1.44	26%	Loma Linda, University of California, Riverside Healthcare
Outpatient Care Centers	18,085	8,970	50%	\$93,024	491	1.88	21%	Davita Inc., St. Joseph Health, Planned Parenthood
Local Government, Excluding Education and Hospitals	79,851	6,678	8%	\$98,947	412	1.37	25%	San Bernardino County, Riverside County
Building Equipment Contractors	28,831	4,983	17%	\$62,611	2,072	1.19	18%	HD Supply, American Residential Services, Ferguson Ent. Inc.
General Merchandise Stores, including Warehouse Clubs and Supercenters	22,420	4,944	22%	\$32,584	389	1.11	17%	Target, Macy's, Sears
General Medical and Surgical Hospitals	37,210	4,041	11%	\$86,583	39	0.77	24%	Universal Health Services Inc., Riverside Healthcare, Loma Linda

Source: EMSI 2018.3 and Burning Glass – Labor Insights

