

Section 1: Consortium Information

Rio Hondo Region Adult Education Consortium (RHRAEC)

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Rio Hondo Region Adult Education Consortium (RHRAEC) is very grateful to the State Legislators, California Department of Education, and the Community College Chancellor's Office, for the continued support of adult students.

The RHRAEC, is comprised of the following agencies: El Monte Rosemead Adult School (EMRAS), El Rancho Adult School (ERAS), Rio Hondo Community College (RHCC), Tri-Cities ROP (TCROP), and Whittier Adult School (WAS). The consortium currently serves approximately 20,000 multicultural and diverse adult students. Over the last 4 years, the consortium has been successful in enabling adult students to achieve their career and educational goals.

The consortium's work has been focused on meeting the needs of adult learners through monitoring current data for regional economic workforce trends, leveraging resources and collaborating across district boundaries. RHRAEC identifies student needs, provides inter-agency referrals and facilitates seamless transitions, thereby benefiting a broader spectrum of students. As an example, all agencies have adjusted course offerings to meet adult student needs.

Over the past year, a public monthly meeting has been held to evaluate the previous plan and develop future goals and objectives for the 2019-2022 Three Year Plan. Quarterly, consortium meetings will include an accountability item to review and discuss data collection/submission of individual members' expenditures and outcomes. Member agencies have streamlined/leveraged resources in order to maximize student outcomes. The following objectives were identified and will be assessed for effectiveness and revised via Annual Plans.

Gaps in Services

ESL continues to be a major need in serving adult students within the region. EMRAS, ERAS, and WAS have made modifications in scheduling of program offerings, locations and overall access have been provided within the limitations of funding, qualified teachers, and facilities to better serve adult students. EMRAS helps eliminate attendance gaps by providing babysitting services.

EMRAS continues to restructure their CTE programs, creating Career Pathways in the trades. Electrical State Certification Program and a construction course have been established for the much needed trades industry. EMRAS has expanded Pharmacy Tech Program National Certification. EMRAS will purchase Robotics Module to begin employer requested course. Based on current census data, ERAS has doubled the instructional minutes per week for GED Preparation and ABE classes in order to help increase the community's high school graduation

rate. ERAS has also reinstated a Citizenship Program. WAS has begun a Bus Driver Training course meeting industry needs in the community. As a result of CPR requirements for the training, TCROP will begin offering CPR certification to member agencies, and will also offer Continuing Education Credits for their CNA adult students. RHCC is dedicated to provide a college counselor to member agencies.

Member agencies host advisory meetings to review community and industry needs. Outreach to employers will be a member agency priority. As well as, collaboration with Workforce agencies to identify employment trends.

All member agencies have worked with RHCC articulating courses. RHCC has successfully articulated their accounting course with EMRAS and WAS. RHCC will coordinate articulation meetings with adult schools. ERAS has created a student-friendly referral form for interagency adult student transition and to assist in capturing interagency data.

The RHCC counselor will hold workshops on successful college transitions and retention. The RHCC counselor will provide member agencies an availability schedule with dates and time per semester. A counseling log will be provided monthly for review, discussion, and capturing data.

Seamless Transitions

Member agencies are dedicated to increasing student completion rates. RHCC, as stated above, will provide a college counselor to the member agencies. RHCC will continue providing Counseling 101 and Spanish 101 at EMRAS and will expand to WAS and ERAS. WAS will implement ESL to CTE courses “243”. ERAS realigned ESL course levels to better serve adult students. RHCC will create Guided Pathways to higher education. TCROP will articulate courses with RHCC. RHCC will explore hiring an additional counselor.

Student Acceleration

All member agencies monitor data for student acceleration and increased completion rates. EMRAS is creating a CTE Cohort Model to reduce time in class. ERAS has doubled the instructional minutes per week for GED Preparation and ABE classes in order to accelerate GED Certification. TCROP changed the dental program from two semesters to one. WAS now has HiSet testing on site. WAS has hired a Student Advocate for high school diploma adult students. RHCC is developing CTE short term courses.

Professional Development

Consortium-wide professional development have been held for all “alike” departments of member agencies. These professional developments will be hosted annually for the next three years. EMRAS will continue to hold monthly data meetings. Staff will be encouraged to attend CAEP workshops and webinars. All member agencies will continue to host department meetings.

Leveraging Resources

RHCC offers courses at EMRAS. TCROP, ERAS, and WAS work with SASSFA for adult student support. Member agencies advisory meetings assist in student services as well as employment. ERAS hosts TCROP, and Catholic Charities. EMRAS is working with AJCC for closer location to serve students. EMRAS provides Regional Data and ASAP Meetings. RHCC collaborates with EMRAS to improve educational access for ESL adult students.

Recap

RHRAEC has had extraordinary advances for adult students over the past 4 years. EMRAS has successfully provided babysitting services to adult students that otherwise couldn't obtain an education. EMRAS has generated career pathways in their Career and Technical Education (CTE) programs by expanding course offerings, hiring additional instructors, and maintaining strong enrollment in 6 of the 7 program areas. Over the past 4 years, ERAS increased the number of adult students served from 100 students to over 600 adult students. ERAS also hired a permanent Counselor who dramatically improved student intake and data integrity with an emphasis on referrals to other member agencies. RHCC has successfully articulated a CTE Accounting course with EMRAS and WAS. RHCC continues to work with the other agency members to provide seamless transitions and reduce gaps in services with its

consortium members. RHCC has provided counseling services to the other 4 member agencies. As of 2018-2019, a total of 96 adult students have completed college applications and successfully transferred into higher education. TCROP has continued to review and refine their CTE program. Through community surveys and workforce needs, TCROP received an approval from the California Department of Health for their CNA program. Unfortunately, the program was held for only one semester and was unable to fill the class due to other agencies in the area offering the same course. TCROP dental program has shown amazing success over the past 4 years with an average of 88 percent completion and job placement. WAS had surveyed the needs of their community, and as a result realigned course offers to meet the needs. WAS has implemented a short-term school bus driver training program.

A consortium calendar and website has also been generated for all member agencies and their communities to provide vital information such as meeting dates, fairs, workshops, events, and activities. The consortium has monthly public meetings where all stakeholders are invited.

Consortium-wide activities are numerous and have been well received and attended. The first event was an all-day celebration to roll out AB86, the new model of California Adult Education Programs (CAEP). This conference was held at the Whittier Radisson Hotel, and was coordinated by RHRAEC. Surrounding consortiums were invited to share in the dissemination of AB86. An underlying current of AB86 was to break down the boundaries within regional and neighboring adult education communities. The conference was a successful collaboration that proved to be a model for future events.

RHRAEC held a caravan for all staff and stakeholders which toured each member agency. The site administrator provided a guided tour and explained their successes in the 7 program areas. In the beginning of the 4th year, counselors from each of the member agencies gathered at RHCC for a workshop sharing best practices related to student intake, data collection, and how each agency can better serve their adult students. Also in the 4th year, members held a consortium conference at RHCC titled, “*Fast Forward to 2022.*” This conference stressed the importance of data collection, student outcomes, and what staff and faculty perceived important to achieving throughout the next 3 years.

During the implementation of the previous Three Year Plan and Annual Plan, many changes have occurred. For example, all agencies have had to adjust to rising operating costs, salaries, benefits, materials, and increased security. Fortunately, the 2 COLAs received have offset a portion of those recurring expenses.

The challenges over the past 4 years have been widespread and numerous. However, the challenges are minimal compared to the successful outcomes the RHRAEC has produced. RHRAEC has collaborated in finding resolutions to benefit all member agencies. One agency was unable to spend all of its allocations, including data and accountability funds. The agency reallocated the funds among the remaining 4 member agencies after a unanimous vote. One of the greatest challenges has been the delay in receiving funds from the State. Another challenge is the reporting system the Community College uses, the MIS system. The MIS reports are not compatible with TOPS Pro and are not accessible by other members, which raises a transparency issue. In NOVA, RHCC has complete access to consortium reporting, which has caused a need for the consortium reports to be re-entered. In addition, TCROP does not utilize the same reporting system as the adult schools or the Community Colleges. This creates a challenge in accessing data. Furthermore, there is a noticeable increase in the amount of time and personnel required by each member agency to collect and report data. Each member agency continues to abide by separate governing bodies – CAEP, resident school board policies, State Department of Education, etc. Moreover, some member agencies have more than one administrative assignment.

2.2 Pre-Planning Assessment

The Rio Hondo Region Adult Education Consortium is built on a strong foundation of collaboration among agencies to provide high quality educational services to adults in our region. THE RHRAEC Coordinating Council meets monthly with the five member agencies to evaluate the needs and successes of the work of the consortium. Included in these meetings are more than 100 regional agencies who are invited to provide input and collaborate regarding regional needs and economic developments.

Capacity

The five agencies in the RHRAEC are providing service to participants over a broad geographic region. The communities served represent diverse populations faced with rapidly increasing home costs, declining enrollment in K-12 programs, large immigrant populations, and a strong need for trained workforce in several areas, Manufacturing, Construction, Health Care and Technology services. A high need in this region is services for immigrant populations and High School completion in addition to career training. Each of the three adult schools have integrated workforce readiness components into academic curricula. Although all five agencies are providing services, there is insufficient funding to expand or increase program offerings, develop new workforce preparation programs etc. One adult school, located in an area with a high need for services to immigrant populations, has struggled to grow fast enough to meet the demand due to limited funding. The Community College partner has introduced a non-credit ESL program for the region but is limited by the commitment of funding from the Community College General fund. Our workforce partners have indicated that there are limited numbers of job seekers despite high numbers of employers in need of workers for their various industries.

Partners

Included in the regional agencies invited to meetings on a regular basis are the workforce development agencies, EDD, America's Job Centers of California, LA County Housing and Urban Development, and a variety of social service agencies and employers who all have an interest in high quality adult education programs to produce strong and effective employment. In addition to the RHRAEC Coordinating Council Meetings all agencies conduct Community Advisory and CTE Advisory committee meetings with church leaders, libraries, mental health providers and, governmental officials, local law enforcement, and school district stakeholders.

Alignment

Among the five agencies in RHRAEC, two have secured a WIOA Title II, Workforce Innovation and Opportunity Act grant from the federal government. The WIOA Grant provides supplemental funding to support academic and literacy preparation. This grant requires collaboration with the Workforce Development Board and America's Job Center of California. This MOU addresses three common goals: Foster demand-driven skills attainment; Enable

upward mobility for all Californians; Align, coordinate and integrate programs. Three agencies are part of a Carl Perkins Consortium lead through Tri-Cities ROP. The three agencies provide a broad range of Career Technical Development for adults in the Whittier and El Monte communities.

RHRAEC Members began the Three-year planning process in October 2018 with an activity entitled “Where have we been and where are we going”. This brainstorming activity focused on the Consortium successes in addressing Gaps in Service, Seamless Transitions, Student Acceleration, Professional Development and Leveraging of Resources. This planning tool also provided an opportunity for RHRAEC members to envision how each agency would address these key areas moving forward into the coming years. This process began the discussion of the need to measure our success through student enrollments and outcomes, and resulted in an action plan for the activities for the 2018-2019 year.

In November 2018 The RHRAEC Coordinating Council conducted the “Consortium Program Quality Self - Assessment” tool. Each agency scored their responses on the quality indicators in the areas of Capacity, Connection, Entry, Progress, and Completion/Transition. The discussion around these areas resulted in a broad variance in the understanding of our organizational effectiveness. This activity was a particularly helpful practice to realign the perspective of each of our agencies to improve the delivery of programs to our region, In four of the five *Quality Indicators* the scoring was in the range or 3-4 (out of 5). In Quality Indicator #5, Completion/Transition, the result indicated the greatest need for improvement. While our agencies have been effective in transitioning students, we have not been consistent in setting targets or documenting student achievement.

In February 2019, The RHRAEC Coordinating Council used the two previous activities to develop broad goals for the Three Year Plan. Member representative conducted a “Snow Card” activity identifying the goals for the next three years. Those broad goals are: Align Program Curriculum, Increase Completion Rates, Improve/Increase students’ services, Improve Transitions and Pathways for Students.

In March 2019, RHRAEC hosted a consortium conference with staff and stakeholders from all consortium agencies in participation. Two workshops during this conference focused on planning and assessment. One workshop provided consortium outcome data to all attendees with discussions around what the data goals are for the consortium members and how data reported by the consortium is our verification of agency performance. The second workshop was a brainstorming session to elicit possible consortium activities to address the Consortium Three Year Plan Goals that were developed in the Coordinating Council meeting in February.

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	
El Monte-Rosemead Adult School	Education	10807 Ramona Blvd, El Monte CA, 91731	X	X	X	X	X	X	□	X	
El Rancho Adult School	Education	9515 Haney St. Pico Rivera, CA, 90660	X	X	X	X	□	□	□	□	
Whittier Adult School	Education	9401 Painter Ave, Whittier, CA 90605	X	X	X	X	□	X	□	□	
Rio Hondo Community College	Education	3600 Workman Mill Rd. Whittier, CA, 90601	□	□	X	□	□	□	□	□	
Tri Cities ROP	Education	10800 Benavon St. Unit E, Whittier, CA 90606	□	□	□	X	□	□	□	□	
Rio Hondo AJCC	Social Service Agency	10400 Pioneer Blvd, Santa Fe Springs, CA 90670	□	□	□	□	□	X	□	□	
Dept of Rehabilitation	Social Service Agency	10501 Imperial Hwy #14D, Norwalk, CA 90605	□	□	□	□	□	□	□	□	Supports clients enrolled at adult education programs
East San Gabriel Valley Comprehensive AJCC	Social Service Agency	14101 Nelson Ave. East, La Puente, CA 91746	□	□	□	□	□	X	□	□	
EDD	Workforce Services	14101 Nelson Avenue East, La Puente, CA 91746	□	□	□	□	□	X	□	□	
San Gabriel Valley Economic Partnership	Workforce Partnerships	4900 Rivergrade Rd. Suite B130, Irwindale, CA 91706	□	□	□	□	□	X	□	□	
Department of Rehabilitation	Social Service Agency	9350 Flair Drive, El Monte, CA 91731	□	□	□	□	□	□	□	□	
CalWORKS	Workforce Services	3350 Aerojet Ave, El Monte, CA 91731	□	□	□	□	□	X	□	□	
Catholic Charities of Los Angeles:15s	Community Based	1530 James M Wood, Los Angeles, CA 90015	□	□	X	□	□	□	□	□	Free citizenship application workshops.

Table 2. Funding of Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-2020	Funding Estimates FY2020 - 2021	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$14,718,342	\$0	\$0
Cal WORKS	\$146,501	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$1,392,959	\$0	\$0
Perkins V	\$122,288	\$0	\$0
WIOA II	\$13,337,721	\$0	\$0
State / Federal Funding			
NCSSSP	\$80,000	\$0	\$0
Registration Fees	\$371,490	\$0	\$0
Contracted Services	\$25,087	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	15,992,526		

2.3 Community Need and Customers

The Regional Need for Adult Education and Workforce Services

The Rio Hondo Region Adult Education Consortium (RHRAEC) serves an area with over 1,100,000 adults. Throughout the RHRAEC, 38.9% of adults ended their formal education with less than a high school diploma or equivalent; this is 413,000 people (Census Reporter). According to the US Bureau of Labor and Statistics (2018), adults with less than a high school diploma or equivalent have an unemployment rate of 5.6% compared to the national average of 3.2% and earn, on average, \$553 per week. Currently, 3.79% of the adult labor force in our region is unemployed and 10% of households are living at or below the federal poverty level. This means more than 14,000 adults in our region cannot find work and over 32,500 households are impoverished (Census Reporter).

For those adults who do not speak English, they are less likely to have a high school diploma or equivalent and less likely to be employed. Currently in our region, 31,000 non-English speakers with less than a high school diploma or equivalent are not working (Census Reporter).

The workforce needs throughout the RHRAEC are dictated by labor market trends, US Bureau of Labor and Statistics information, and local workforce needs unique to members' geographic boundaries. Some of the areas of need for workforce training include: manufacturing, construction, educational paraprofessionals, health care workers, and technology services.

Shared and Unique Customers

All members of the RHRAEC serve single parents, low income adults, second language students, the unemployed, people re-entering the workforce, displaced homemakers, and those adults with less than a high school diploma or equivalent. Some students are shared between agencies and within the consortium, an effort is made to refer students to one another's unique programs and to accommodate student needs. Some of the unique populations served by one or more consortium member include: CalWORKS, disabled adults, Department of Rehabilitation referred students, GAIN, homeless students, and adult re-entry. Rio Hondo College serves more students with a high school diploma or equivalent and/or some college education than do other members of the consortium.

The Alignment between Needs and Services

The sheer number of adults in the RHRAEC region who are deficient in workplace skills, formal education, and English literacy is daunting. All three adult schools are offering the classes they can within budget constraints to meet the needs of our students. The ROP is limited by restrictions on funding that can be spent on adults. All agencies are working to align programs to the workforce needs of our communities. Program expansion is costly and limited funds have kept innovation to a minimum. Additionally, current staff lack credentials to meet industry needs and there is insufficient funding to recruit highly qualified instructors for specific technical

employment certifications. The three adult schools all saw decreases to their funding from their respective districts during flexibility and CAEP money has not brought funding levels back to pre-flexibility levels.

2.4 Identifying Goals and Strategies

The Rio Hondo Region Adult Education Consortium (RHRAEC) has strategically developed various activities to meet the needs of the students. For the past four years, the RHRAEC has successfully enable adult students to achieve their career and educational goals. To continue the consortium's focus of serving adult students in the region, the consortium identified four goals to be met in the next 3 years. Furthermore, these goals would provide a deeper understanding of the organizational effectiveness and improvement of program delivery for students.

The four goals are:

1. Improve completion rates across all agencies
2. Alignment of transitions and pathways for students across all agencies
3. Improve/Increase student services across all agencies
4. Align program curriculum across agencies

In order to reach these goals, various strategies have been created to serve as a catalyst in accomplishing successful outcomes in the next 3 years. Some of those strategies included but not limited to: increase of course offerings, track program or course completion, alignment of CTE programs, create noncredit short term vocational programs, conduct classroom presentations, implement CTE pathways, hire transition specialist, increase counseling services, provide dual enrollment courses at adult schools, increase career exploration services, provide college enrollment workshops and activities, and job alike professional development.

It is the intent for these goals and strategies to increase students' success and provide post-secondary educational opportunities to students enrolled in any of the RHRAEC agencies. Each goal and strategy will facilitate immediate, intermediate, and long-term outcomes. These outcomes will provide the necessary data to establish good practices of data-driven results.

The consortium agencies will continue with a strong collaboration to reach each one of the goals and activities for the prosperity of our students.

Figure 1. Logic Model

Goal Statement: Improve Completion rates across all agencies

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

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>
Enrollment data	Offer classes Advertise classes	HSE Completion rates Grad rate	Biannual Consortium Data review	Established IET pathway	Completion Data will drive future course offerings to be aligned with current and emerging community and labor market demands
Hours of Attendance	Track completion data Follow-up with students	CTE certificates ABE completion	Establish baseline completion data for each agency	2% increase in completion	
Completion Data by department	Explore: Non-traditional class times Online curriculum	ESL completion Established IET pathway or CDCP		Biannual Consortium Data review – driving decisions regarding course offerings	
TE and Launchboard data	CTE revision/alignment Professional Development to improve outcomes Consortium PLC Regarding Data	Program completion	Examine gaps – Enroll/persist/complete	Professional development in Job Alike groups	Leverage allocation of funds to provide better offerings

Assumptions	External Factors
Funding – Without the increase of funding our agencies may not be able to offer new classes due to current collective bargaining agreements that grant pay increases. Staffing – it is assumed that there is sufficient qualified staff to provide these services AJCC referrals	AJCC benchmarks External barriers for students Staffing restrictions based on collective bargaining agreements

Figure 1. Logic Model

Goal Statement: RHRAEC will align *Transitions and Pathways* for students across all agencies

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
Facilitation of transitions ABE to ASE ESL to ASE ESL and ABE to CTE Adult School to postsecondary Non-credit to credit School to Employment Documentation of transition for students	Classroom presentations <i>Admin</i> <i>Teachers</i> <i>RHC counselor</i> Implementation of CTE pathway Investigate: Hiring transition specialist Continue working w/RHC to place counselor at AS Develop a system to collect transition data Dual enrollment classes Adult school / college	Increase in transitions across all departments: ABE to ASE ESL to ABE ESL to CTE Increase of students enrolled in CTE pathways Increased transition to employment Increased transition to postsecondary Increased transition from non-credit to credit	Data collection to establish baseline data for student transitions Counseling teams to Monitor transition data	Increase in transitions across all departments 2% increase in successful transition across all categories	HSE, HSD to RHC Seamless transition of students to all RHRAEC agencies

Assumptions	External Factors
Funding RHC counselor assignment Staffing WIOA Dual enrollment for adult students	Market demand for CTE pathways RHC schedule of classes ROP schedule of classes Articulation barriers

Figure 1. Logic Model

Goal Statement: Improve/Increase Student Services Across all Agencies

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

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>
Job placement	Increase career development services	Concurrent enrollment in college classes	Resume, Interview workshops	Increased enrollment in credit courses	Implement seamless student transitions
Counselor contact	Participate in AJCC meetings				Track student movement
Dual enrollment in RHC classes	Increase support for dept of Rehab students	Resume, Interview workshops Career Fair	Career and Students Resource Fairs	Improved persistence data	
AJCC referrals	Promote postsecondary classes	Core Performance Follow Up Survey	College Tours	Core Performance Follow Up Survey	
Babysitting services	Citizenship workshops				
Community connections	Complete Core Performance Follow Up Survey				
	College enrollment workshops and activities				
	Develop college and career plan				
Assumptions		External Factors			
RHC classes on AS campus		RHC on campus class			
Funding					
RHC counselor					

Figure 1. Logic Model

Goal Statement: RHRAEC will work to align program curriculum across agencies

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years	We expect that if accomplished these activities will lead to the following changes in 3-5 years
Create a shared repository for course outlines	Job alike professional development	Course outlines for all programs at all agencies	Collection of all current course outlines	Teachers and administration access course outlines and pacing materials for partner schools	Instruction in like programs is comparable in all agencies.
Pursue accreditation for all non credit programs		Alignment of competencies for like programs and courses	Investigate articulation opportunities with regional post-secondary programs		Teachers use expertise across all agencies to improve instruction
Assure that courses are aligned to state requirements and consistent across agencies			Job Alike Professional development 2x per year	Job Alike Professional development 2x per year	
Assumptions	External Factors				
All agencies use current state content standards All agencies participate in Professional Development activities across the consortium	Funding limits program expansion				

Table 3.

Goal Statement: Improve Completion rates across all agencies

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

1. By June 2020, increase course completion across agencies by 2%
2. By June 2020, increase student transition across programs by 2%
3. By June 2020, increase student transition to postsecondary education by 2%
4. BY June 2020, increase the number of job alike activities across agencies from 1 to 2 a year

2.5 Piloting and Implementation

Rio Hondo Region Adult Education Consortium continues to meet monthly in public meetings. The Consortium has and is committed to self-improvement, educational development and share strategies for adult student success. The Consortium will be sharing member agencies expenditures and outcomes for discussion and review against the 3-Year Plan and the Annual Plans.

Each member agency will be held responsible and accountable for their agencies success or failure. Allocation funds have been disbursed based on an agencies projected new implementation and/or sustainability. A review of the Consortium agreement of outcomes against allocated funds and expenditures will be reviewed at quarterly Coordinating Council Meetings. At the quarterly review and accountability meeting, each member shall be prepared to present their collected/submitted data for review and discussion. Member agencies will support and assist each other in successful outcomes. The quarterly review and accountability meetings allow for the member agency to have three months in which to resolve the issue. If the member agency asked for additional time to rectify the issue the majority member agencies may extend the allotted time. However, if the majority member agencies view funds are not used to support the 3-Year Plan the member agency will be referred to TAP for resolution assistance.

RHRAEC goals, as presented in Figure 1. Logic Model, are consortium wide. The Consortium used the *Assessment Tools* provided by CAEP. Over the past year, member agencies have performed the assessment activities. Each of the activities provided excellent information in the 3-Year Plan.

Beginning with the *Consortium Program Quality Self-Assessment*. Each member agency was given the task of addressing the Key Concepts. Once every indicator was completed the answers were tallied. Results were combined and shared during a Coordinating Council Meeting. Member agencies were surprised at how well member agencies worked together and the positive outcomes produced, rating a “3” or above.

The assessment tool was able to identify areas in need of strategies for improvement. The first to be identified is the need for all member agencies to fully participate. This has been addressed in the MOU, as well as above. Curricula is a goal for Consortium wide activities. Bi-annual professional development will held for like groups to meet and align curriculum, was well as share best practices. Individual educational plans and/or integrated career planning will be developed to track student progress through their programs, Launchboard and member agencies. Articulation has been slow in coming. Both El Monte Rosemead Adult School and Whittier Adult School have articulation agreements with Rio Hondo College in Accounting. This is a great first step and further articulations will be developed over the next three years. RHC will continue to facilitate articulation dialog and meetings for further articulations. There has been minimal contextualized ESL in a small number of member agencies. Greater number of

concurrent enrollment opportunities will be made available to adult students. Basic skills and ESL courses will be contextualized with both training and preparation workforce activities. The member agencies will quarterly review performance outcomes and student achievement data. As well as, EMRAS hosting monthly data meetings.

EMRAS led a second member agencies self-assessment tool activity. *RHRAEC Where We Have Been; Where We Are Going*. Starting with 2017/2018 through 2019/2022, member agencies were asked to write out how they were successful and how they would address needs in: *Gaps in services, Seamless Transitions, Student Acceleration, Professional Development and Leveraging Resources*.

The result of the activity to address the needs were very similar to the *Consortium Program Quality Self-Assessment*:

- ESL will increase in greater literacy gains through sharing best curriculum practices/alignment.
- Increase in CTE completion rates and transition to post-secondary and/or employment.
- Develop further articulation agreements. Improve student services.

As referred under the, *Figure 1. Logic Model*, the Goal Statements are as follow:

- Improve Completion rates across all member agencies – quarterly data meetings for improvement and transparency
- RHRAEC will align *Transitions and Pathways* for students across all member agencies – all member agencies to increase transitions to post- secondary by 2% each year, as well as all departments
- Improve/Increase Student Services across all member agencies – track student movement, improve data, and implement seamless student transitions
- RHRAEC will work to align program curriculum across member agencies – job alike professional development twice per year; instruction in like programs is comparable in all member agencies.

Assumptions are that all member agencies will:

- Use current state content standards, participate in Professional Development activities across the consortium.
- AJCC benchmarks
- Staffing
- WIOA
- Funding; continued increase to match rise in operating costs

External factors are:

- Funding limits program expansion
- Collective bargaining agreements grant pay and benefit increases
- Finding sufficient qualified staff to provide services
- Barriers for students

- Market demand for CTE pathways
- Articulation barriers
- ROP schedule of classes
- RHC schedule of classes

On March 15, 2019, a consortium wide conference was held. Member agencies staff and faculty attended a professional development featuring the 3-Year Plan. A workshop was designed for all to have input on the growth and needs. The following is a summary of the outcomes of the majority of staff and members:

- Consortium wide course alignment
- Alike bi-annual meetings
- Shared best practices
- Seamless Transitions to RHC and to member agencies
- Work more with support services to meet student needs
- CTE Pathways
- Contextualized ESL

RHRAEC is committed to continuing a high caliber of programs and training for adult students.

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B08113	Means of Transportation to Work by Language Spoken at Home and Ability to Speak English							
	Value	Error	Value	Error	Value	Error	Value	Error
Total:	59938	2840	81962	4042	102094	5934		
Speak only English	14676	2183	11060	2107	47153	4013		
Speak Spanish:	40619	2854	43234	4033	47911	5064		
Speak English "very well"	28720	2571	25020	3249	34064	4318		
Speak English less than "very well"	11899	1703	18214	2347	13847	2284		
Speak other languages:	4643	1532	27668	3275	7030	2089		
Speak English "very well"	2856	1245	9512	2206	5690	2127		
Speak English less than "very well"	1787	722	18156	2429	1340	579		
Car, truck, or van - drove alone:	48517	2504	64417	4004	84537	5556		
Speak only English	11846	2000	9256	2088	38402	3717		
Speak Spanish:	33257	2428	32583	3389	40431	4570		
Speak English "very well"	24870	2305	19488	2846	29725	4098		
Speak English less than "very well"	8387	1147	13095	1811	10706	2024		
Speak other languages:	3414	1235	22578	3161	5704	1972		
Speak English "very well"	2413	1129	8054	2072	4727	2021		
Speak English less than "very well"	1001	395	14524	2339	977	525		
Car, truck, or van - carpooled:	6319	1372	9921	1578	10290	1646		
Speak only English	943	496	939	322	4985	1457		
Speak Spanish:	4740	1228	6243	1320	4610	1018		
Speak English "very well"	2579	1003	3261	947	2562	708		

Speak English less than "very well"	2161	758	2982	952	2048	584
Speak other languages:	636	410	2739	790	695	532
Speak English "very well"	349	279	738	359	545	524
Speak English less than "very well"	287	311	2001	677	150	113
Public transportation (excluding taxicab):	2256	962	3284	1031	2013	814
Speak only English	905	430	529	331	816	392
Speak Spanish:	1169	801	2029	768	1097	683
Speak English "very well"	370	246	1056	564	678	395
Speak English less than "very well"	799	762	973	513	419	364
Speak other languages:	182	151	726	447	100	121
Speak English "very well"	94	110	401	402	59	98
Speak English less than "very well"	88	104	325	191	41	67
Walked:	438	279	752	354	1223	381
Speak only English	7	17	0	210	819	363
Speak Spanish:	376	264	590	320	266	206
Speak English "very well"	136	158	231	223	123	142
Speak English less than "very well"	240	218	359	254	143	176
Speak other languages:	55	88	162	166	138	139
Speak English "very well"	0	210	0	210	43	78
Speak English less than "very well"	55	88	162	166	95	116
Taxicab, motorcycle, bicycle, or other means:	804	504	373	301	853	461
Speak only English	440	286	0	210	517	355

Speak Spanish:	364	343	245	275	268	205
Speak English "very well"	280	263	24	40	205	176
Speak English less than "very well"	84	137	221	272	63	105
Speak other languages:	0	210	128	130	68	85
Speak English "very well"	0	210	95	118	68	85
Speak English less than "very well"	0	210	33	55	0	210
Worked at home:	1604	555	3215	992	3178	973
Speak only English	535	363	336	254	1614	592
Speak Spanish:	713	319	1544	697	1239	615
Speak English "very well"	485	317	960	514	771	467
Speak English less than "very well"	228	139	584	340	468	442
Speak other languages:	356	331	1335	645	325	268
Speak English "very well"	0	210	224	173	248	251
Speak English less than "very well"	356	331	1111	608	77	93

B08301	Means of Transportation to Work							
	Los Angeles County (Central)--Pico Rivera & Montebello Cities PUMA, CA		El Monte Union High School District, CA		Whittier Union High School District, CA			
	Value	Error	Value	Error	Value	Error		
Total:	59938	2840			102094		5934	
Car, truck, or van:	54836	2613			94827		5642	
Drove alone	48517	2504			84537		5556	
Carpooled:	6319	1372			10290		1646	
In 2-person carpool	4679	1223			7534		1527	
In 3-person carpool	1017	572			1623		656	
In 4-person carpool	82	98			532		452	
In 5- or 6-person carpool	490	485			545		482	
In 7-or-more-person carpool	51	81			56		65	
Public transportation (excluding taxicab):	2256	962			2013		814	
Bus or trolley bus	1666	842			1327		721	
Streetcar or trolley car (carro publico in Puerto Rico)	113	186			0		210	
Subway or elevated	168	223			339		254	
Railroad	309	193			347		240	
Ferryboat	0	210			0		210	

Taxicab	0	210			49	80
Motorcycle	125	120			0	210
Bicycle	231	252			131	137
Walked	438	279			1223	381
Other means	448	341			673	424
Worked at home	1604	555			3178	973

B23025	Employment Status for the Population 16 Years and Over									
	Pico Rivera, CA		Rosemead Elementary School District, CA		El Monte Union High School District, CA		Whittier Union High School District, CA			
	Value	Error	Value	Error	Value	Error	Value	Error		
Total:	50535	502	23135	918	141873	1666	180466	2295		
In labor force:	31193	848	13171	701	82857	1306	110343	1824		
Civilian labor force:	31187	848	13171	701	82813	1303	110293	1822		
Employed	29036	853	12154	658	77319	1358	103798	1757		
Unemployed	2151	293	1017	238	5494	466	6495	502		
Armed Forces	6	10	0	23	44	34	50	48		
Not in labor force	19342	860	9964	689	59016	1604	70123	1619		

B29003	Citizen, Voting-age Population by Poverty Status							
	Los Angeles County (Central)--Pico Rivera & Montebello Cities PUMA, CA		El Monte Union High School District, CA		Whittier Union High School District, CA			
	Value	Error	Value	Error	Value	Error	Value	
Total:	82090	3607	94050	5137	150350	8334		
Income in the past 12 months below poverty level	7002	1555	10068	1802	15767	3221		
Income in the past 12 months at or above the poverty level	75088	3725	83982	5379	134583	7788		

C15003	Educational Attainment for the Population 25 Years and Over							
	Value	Error	Value	Error	Value	Error	Value	Error
Total:	86833	2534	119286	4960	148212	7117		
No schooling completed	5642	1486	10475	1834	6831	1707		
Nursery to 4th grade	1246	556	3264	1073	1161	421		
5th and 6th grade	4960	1124	11567	1955	4940	1499		
7th and 8th grade	2001	755	4175	997	2756	873		
9th grade	1464	638	6473	1693	2509	927		
10th grade	1024	395	1891	677	1574	652		
11th grade	2084	763	4102	1003	2704	744		
12th grade, no diploma	3489	1039	5929	1312	3784	939		
Regular high school diploma	24564	2669	28087	3414	41156	3975		
GED or alternative credential	2021	682	1921	578	3367	781		
Some college, less than 1 year	4048	971	3113	778	9291	1555		
Some college, 1 or more years, no degree	13009	1704	13787	1895	26302	2894		
Associate's degree	6433	1299	6325	1294	10606	1784		
Bachelor's degree	10759	1742	13872	1992	20519	2299		
Master's degree	3486	777	3028	778	8899	1808		
Professional school degree	344	236	801	397	1377	505		
Doctorate degree	259	236	476	297	436	263		

Timestamp	Name of Agency	Major Employers in your area	Workforce needs in your area	Unique populations served	How would you describe the alignment between workforce needs and services in the region to meet those needs	What constraints exist that keep us from being able to meet workforce needs?	If you want to expound on constraints (above) please do that here
4/12/2019 14:24:04	EMRAS	Construction, Education, Financial activities, Health care and social assistance, Manufacturing, Professional and business services, Retail or wholesale trade, Transportation and warehousing	Construction, Health care and social assistance, Information, Leisure and hospitality, Manufacturing, Retail or wholesale trade	CalWORKS, Disabled, GAIN, Homeless, Single parents	Most workforce training needs can be met through our consortium	Lack of money, Lack of space on campuses, Lack of qualified teachers for industry need	Our agency could expand services especially job training services. The lack of funding is the greatest barrier. Space for classes that require larger spaces continue to be hard to find. Often job postings remain unfilled especially in the areas of Nursing and Construction.
4/15/2019 14:13:15	RHC	Education, Government (local, state, or federal), Manufacturing, Transportation and warehousing	Health care and social assistance, Manufacturing, Transportation and warehousing	Re-entry	Some workforce training needs can be met through our consortium	Lack of money, Lack of space on campuses, Lack of qualified teachers for industry need	
4/22/2019 10:38:16	ERAS	Manufacturing, Retail or wholesale trade	Manufacturing, Retail or wholesale trade	Single parents, Below average High School and Bachelor's degrees	Most workforce training needs can be met through our consortium	Uneducated workforce	