



## THREE-YEAR PLAN 2019-2022

# RIVERSIDE ABOUT STUDENTS CONSORTIUM FOR ADULT EDUCATION



**Alvord Unified School District  
Corona-Norco Unified School District  
Jurupa Valley Unified School District  
Moreno Valley Unified School District**

**Riverside Community College District  
Riverside County Office of Education  
Riverside Unified School District  
Val Verde Unified School District**



Riverside ABOUT STUDENTS Consortium for Adult Education  
**Acknowledgements**  
Official Member Representatives

**Alvord Unified School District**

Craig Shiflett

**Corona-Norco Unified School District**

Thoibi Rublaitus

**Jurupa Unified School District**

Dr. Annamarie Montanez

**Moreno Valley Unified School District**

Dr. Patricia Bazanos

**Riverside Community College District**

Thea Quigley

**Riverside County Office of Education**

Joan Patrick

**Riverside Unified School District**

Rachel Bramlett

**Val-Verde Unified School District**

Mark LeNoir

---

**Participated in 3-Year Planning activities**

Ajene Wilcoxson	Dr. Charles Fischer	Juan A. Moreno	Monique Greene
Alicia M. Murray	Dr. Patricia Bazanos	Julio Gonzalez	Nancy Sajadi
Anthony Alvarez	Elsa C. Moran	Julissa Valencia	Naomi Garcia
Aracely Molina	Erika Brambila	Kimberly Smith	Nila Hamdani
Ashley Boal	Fred Jorgensen	Kristopher Acevedo	Omar Andrade
Ashley Etchison	Gail Zwart	Linda Aranda	Patrick Healy
Autumn Valencia	Hugo Nevarez	Linda Gray	Rachel Bramlett
Brandon Mosely	Jaqueline Rivera	Lorraine Shihad	Raul Espinoza
Carla Reible	Janie Cariaga-Felix	Lucie Gonzalez	Rebeca Cerna
Carlos I. Ruvalcaba Rodriguez	Jeff Polik	Mara Rodriguez	Rosalina Hernandez
Carmel Danieri	Jennifer Griffin	Marci England	Sandra Castro
Cherie E. Shephard	Jennifer McGrath	Maria Lupercio	Thea Quigley
Craig Shiflett	Jim Dawson	Mark LeNoir	Thoibi Rublaitus
Cynthia M. Diaz	Jimm Toth	Melody Graveen	Victoria Santana
Donna Michael	Joan Patrick	Michael V. Lerner	
Dr. Annamarie Montanez	JoDee Slyter	Mohammed Jameeluddin	

## Section 1: Consortium Information

# ABOUT STUDENTS REGIONAL CONSORTIUM

**JoDee Slyter**

Regional Director

951.736.7128

[jslyter@cnusd.k12.ca.us](mailto:jslyter@cnusd.k12.ca.us)

Submitted:

May 31, 2019

## Table of Contents

<b>Section 1: Consortium Information .....</b>	<b>ii</b>
<b>Section 2: Comprehensive Regional Three-Year Plan .....</b>	<b>1</b>
<b>2.1 Executive Summary.....</b>	<b>1</b>
<b>2.2 Pre-Planning Assessment .....</b>	<b>3</b>
Table 1. Regional Service Providers .....	5
Table 2. Funding for Adult Education Programs and Services .....	6
<b>2.3 Community Need and Customers .....</b>	<b>7</b>
<b>2.4 Identifying Goals and Strategies.....</b>	<b>16</b>
Figure 1. Logic Model .....	24
Table 3. Progress Indicators .....	32
<b>2.5 Piloting and Implementation.....</b>	<b>33</b>

## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

---

The ABOUT STUDENTS Consortium for Adult Education, comprised of six unified school districts, a community college district, and a county office of education, is an educational membership dedicated to providing adult education services and supporting the needs of its communities. The consortium has collaborated to provide services since 2015 with the implementation of the Adult Education Block Grant authorized in legislation by AB 104.

Since the implementation of AB 104, the ABOUT STUDENTS Consortium has collaborated to rebuild instructional programs, addressed gaps in services offered, focused on region-wide professional development, and explored outreach and transition to post-secondary activities. During the past four years, members have expanded basic skills and immigrant service programs which had been reduced as a result of budget reductions and economic downturn. Members worked to increase course offerings in adult basic education, secondary education and English as a Second Language. Some members provided educational services in adults with disabilities and workforce preparation. In the past two years, adult schools have redesigned and implemented initial courses in short-term Career Technical Education.

The ABOUT STUDENTS Consortium has provided professional development for faculty and staff of its members through an annual conference. All staff and faculty have access to workshops and presentations during the ABOUT STUDENTS conference from experts provided locally and by the Technical Assistance Project. Annually, teachers, support staff and administrators participate in activities designed to build collaboration and expertise in the region.

Another focus for the consortium has been to provide transitional services to post-secondary education. Through this effort, the community college district has worked closely with the unified school districts and county office of education to implement services to assist adult students to enter college. By employing a director of adult education and educational advisors, the colleges offer transition services directly to students for enrollment and assistance in college life.

The ABOUT STUDENTS Consortium for Adult Education vision remains focused on serving a population with unique needs and support necessary for success. We continue to strive for program excellence through our commitment to the guiding principles stated in our bylaws:

- The ABOUT STUDENT Consortium is committed to providing services and activities centered on students and their achievements.
- The ABOUT STUDENTS Consortium strives to help improve the community of adult education providers by building collaborative relationships.
- The ABOUT STUDENTS Consortium will work together with a belief of collective responsibility serving the students in the Riverside region.
- The ABOUT STUDENTS Consortium will operate in an environment of shared collaboration that includes all stakeholder representation.

- The ABOUT STUDENTS Consortium is dedicated to working together to support students achieving their goals.

The ABOUT STUDENTS Consortium has designed goals and strategies for the 2019-2020 Three-Year Plan. The plan includes four primary goals:

1. Strengthen industry and community partnerships and develop short-term CTE programs consortium-wide.
2. Strengthen the consortium's approach to connections with students, potential students, and the community at large.
3. Increase student success by clarifying pathways, expanding opportunities and support students to achieve their goals.
4. Improve data collection and reporting practices to more accurately capture student performance and member/consortium effectiveness.

The key indicators outlined in the 3-Year Plan will provide methods for evaluating member/consortium success. Those indicators which will support goal analysis include enrollment data, literacy and proficiency attainment, outcomes and completions, and services provided. Through strategies outlined in the Logic Model and Progress Indicators, the ABOUT STUDENTS Leadership Team will reflect and conduct ongoing assessment of the success of activities and efforts. As identified, the consortium will adjust the plan and strategies as necessary in its efforts to achieve goal success.

### **PROGRESS INDICATORS:**

- Increase short-term CTE and contextualized course enrollment by 15%
- Increase overall enrollment by 10%
- Improve student outcomes in transitions to workforce, post secondary, programs, and wage increase by 20%

## 2.2 Pre-Planning Assessment

---

The ABOUT STUDENTS Regional Consortium for Adult Education initialized the pre-planning process for the 3-Year Plan in the spring of 2018. Information gained from webinars, trainings and reports contributed to the planning process which engaged all members in the assessment of the region's adult education needs and services.

During the consortium Leadership Retreat in July of 2018, the Leadership Team met for 2 days to formulate the process of evaluating current levels and types of education and workforce programs and services, identifying gaps in services needed in our communities, and begin the preliminary steps for plan development. The Leadership Team participated in presentations and discussions on the Economic and Employment Profile for the ABOUT STUDENTS Region, the Education and Employment Opportunities for Adult Education, Vision Based on Regional Market Needs, Strategies to Achieve our Vision, and Engaging Students and Stakeholders. The retreat concluded with activities designed to reflect on the previous Three-Year Plan and to anticipate the planning process by establishing preliminary strategies in the planning process.

During the pre-planning assessment, each member identified its top three priorities for program growth and development. The list of priorities became the foundation for ongoing conversations during Focus Group meetings and further discussions. Accountability and student outcome data from the TOPSPro Enterprise system assisted in the analysis of regional and member achievements. Members discussed reports reviewing literacy gains, CAEP outcomes, and services provided by the region. (See Appendix A)

### SELF - ASSESSMENT

The Consortium Program Quality Self-Assessment developed by the California Adult Education Program (CAEP) was administered to ABOUT STUDENTS Consortium Leadership Team members in February 2019, shortly after site-specific focus groups were conducted. The focus groups (described in Section 2.3) were aimed at identifying individual member needs and gaps, whereas the Self-Assessment tool was used to begin to shift the leadership team's thinking toward the needs of the consortium as a whole. To meet this goal the leadership team was instructed to individually complete the Self-Assessment, providing ratings for both the consortium and their individual sites. The consortium ratings would later be used to foster facilitated discussion while the site-specific ratings would serve to identify potential growth areas experienced by members so that the consortium could provide support in these cases.

The Self-Assessment tool includes questions in five key areas: Capacity, Connection, Entry, Progress, and Completion/Transition. Rating options range from one (strong need for improvement) to five (consortium is exceptionally proficient) for each item. Average ratings for each item for the consortium and member sites can be found in Appendix B. Overall, average ratings for the consortium were high, ranging from 2.9 to 5.0. Similar results were found for the member-site ratings.

To strategically gather input from Leadership Team, a subset of items were selected based on two criteria: (1) the item receiving low(er) ratings, and/or (2) the items relating to needs/gaps that members had voiced during the focus groups. The items selected for discussion are highlighted in Appendix B and were used to gather additional input from the Leadership Team during a consortium meeting. The Self-Assessment and discussion generated ideas that were reflected in multiple focus groups which includes developing an online catalog of all consortium member course offerings, this strategy became more apparent and arose as a priority for inclusion in the 3-Year Plan. Other

topics like educational plans for all students were recognized as important, but it was decided not to include them in the 3-Year Plan to allow members to address the needs specific to the population and members' capacity.

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	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
Alvord USD	K-12 Adult School	KPC Parkway Corona, CA 92879		X	X	X						
Corona-Norco USD	K-12 Adult School	300 S. Buena Vista Corona, CA 92882	X	X	X	X			X		X	
Jurupa USD	K-12 Adult School	4041 Pacific Ave Riverside, CA 92509		X	X	X	X					
Moreno Valley USD	K-12 Adult School	13350 Indian St Moreno Valley, CA 92553	X	X	X	X						
Riverside CCD	Community College	3801 Market St Riverside CA 92501			X	X			X			
Riverside COE	County Office	3939 13 <sup>TH</sup> St Riverside, CA 92501	X	X		X			X			
Riverside USD	K-12 Adult School	6735 Magnolia Ave Riverside, CA 92501	X	X	X	X						
Val Verde USD	K-12 Adult School	975 Morgan St Perris, CA 92571	X	X	X	X						

\*See Appendix E for a list of regional partners who support local adult education members.

**Table 2. Funding for Adult Education Programs and Services**

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
<b>State / Federal Funding</b>			
CAEP	\$8,087,328.00	\$8,087,328.00	\$8,087,328.00
CalWORKs	\$260,823.00	\$325,800.00	\$330,800.00
CCD Apportionment	\$72,850.00	\$72,850.00	\$72,850.00
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$740,650.00	\$740,650.00	\$740,650.00
Perkins V	\$11,500.00	\$11,500.00	\$11,500.00
WIOA II	\$1,677,770.00	\$1,692,770.00	\$1,025,270.00
<b>Other</b>			
Fees	\$570,600.00	\$573,600.00	\$575,600.00
In-Kind	\$1,427,800.00	\$1,427,800.00	\$1,427,800.00
Contracted Services	\$486,800.00	\$486,800.00	\$486,800.00
Other	\$309,150.00	\$309,150.00	\$309,150.00
Donations	\$1,000.00	\$1,000.00	\$1,000.00
	\$0	\$0	\$0
<b>Total</b>	<b>\$13,646,271.00</b>	<b>\$13,729,248.00</b>	<b>\$13,068,748.00</b>

## 2.3 Community Need and Customers

---

The ABOUT STUDENTS Consortium commissioned the expertise of BW Research to provide an in depth analysis of regional data that would be used as the foundation of the 3-Year Plan. Using the zip code data from each agency, the data report identified sub - regions and where gaps and services exist. The BW Research report not only identifies potential areas of need but also aligns the need with programs based on population and demographics. Ultimately, the data report concluded by providing members with projected career and employment opportunities, giving members data with which to base program development organization. The following information are all excerpts from the BW Research report on regional demographics, current student population, regional community/potential adult education students, regional economic and workforce profile, regional job quality service priorities and communities in need.

The ABOUT STUDENTS Consortium regional demographics, current student data and regional labor market data more than justify the need for viable adult education programs. In fact, based upon the conclusions and recommendations found within the BW Research report that was commissioned by the ABOUT STUDENTS Consortium Leadership, there is significant need to increase the adult education program offerings in the consortium's boundaries.

### REGIONAL DEMOGRAPHICS

The ABOUT STUDENTS region area has a total population of nearly 1.12 million people. This represents an increase of 5.5% since 2012, which amounts to 47,096 more people. This growth rate is about one percentage point greater than California's population growth rate of 4.2% during the same time.

The North sub-region accounts for the largest portion of the area's population (34%), while the Northwest sub-region accounts for 10%, the West sub-region accounts for about 26%, the East 19%, and the South sub-region for about 11% (Appendix D Figure 3, BW Report p. 19).

Educational attainment in the ABOUT STUDENTS region is lower than in statewide and national rates. While close to a third of adults in California (32%) and in the country (30%) have a bachelor's degree or higher, less than one-fourth (22%) of the population in the ABOUT STUDENTS region has the same educational level. On the other hand, almost half of the adult population (25 years and older) in the ABOUT STUDENTS region has a high school diploma or less (46%), compared to 41% in the U.S. and 39% in California (Appendix D Figure 4, BW Report p. 20).

Educational attainment is higher in the North, East, and West and lower in the South and Northwest sub-regions. While one-third (33%) of the population 18 years and older in the West sub-region holds an associate degree, bachelor's degree, or higher, in the South sub-region this percentage falls to 14%. Conversely, in the South sub-region almost one-third (31%) of the population 18 years and older has less than a high school diploma, while in the West sub-region the percentage goes down to 14%. The Northwest sub-region also has a relatively large population of residents with a high school diploma or less (56%) (Appendix D Figure 5, BW Report p. 21).

Median household income in the ABOUT STUDENTS region is \$55,407. Less than one-fifth of households (18%) have an income of less than \$25,000, over half (54%) have an income between \$25,000 and \$99,999, and 28% have an income of \$100,000 or higher (Appendix D Figure 6, BW Report p. 22). Average household income in the ABOUT STUDENTS region is similar to that of the state, though a larger portion of households in California have an income of \$200,000 or more.

Similar to trends observed with educational attainment, median household income is highest in the West sub-region, followed by the East, Northwest and the North, and, lastly, the South sub-region (Appendix D Figure 7, BW Report p. 23). Median household income in the West sub-region is notably higher than any of the other sub-regions; the West median household income exceeds the next highest sub-region median household income by more than \$25,000. Conversely, the South sub-region has a median household income that is nearly \$10,000 lower than the next-lowest sub-region.

## CURRENT STUDENT POPULATION

The zip codes 92509 in Jurupa Valley, 92882 in Corona, 92503 in Riverside, and 92553 in Moreno Valley have the largest number of current adult education students. The Northwest sub-region has the majority of adult education students, followed by the North, West, East, and South sub-regions (Appendix D Figure 8, BW Report p. 24).

Since the implementation of CAEP (AEBG) funding, the ABOUT STUDENTS Consortium has focused almost exclusively on serving students within ABE/ASE, ESL and short term CTE programs. ABE/ASE is also referred to as Basic Skills programs.

Basic Skills programs are meant for students with less than a high-school diploma seeking to build a solid foundation of vocabulary, reading, and writing skills, and to complete their high-school diploma or equivalency.

The North sub-region has the largest number of basic skills students, followed by the East, West, South, and Northwest sub-regions. The zip codes with the largest number of these students include 92553 in Moreno Valley, 92507 and 92501 in Riverside, and 92882 in Corona (Appendix D Figure 9, BW Report p. 25).

English as a Second Language (ESL) courses help adult participants learn or improve their English. These courses are often oriented for the workplace or in the context of immigration and citizenship.

The Northwest sub-region has the most current English Second Language Students, followed by the West, North, East, and South sub-regions, respectively. The zip code 92509 in the Northwest sub-region has the most ESL students, with more than 2,688 students. 92882 in the West sub-region is the next-most ESL current student-populated zip code, with 831 current students (Appendix D Figure 10, BW Report p. 26).

Career Training Education programs are for students who have at least a high school diploma or equivalent, or some college but no degree. These programs are designed to provide students with technical and skills training to enhance employment opportunities, assist in the completion of a college degree, or prepare students for a specific career pathway.

The North sub-region has the largest number of current short-term CTE students. Specifically, the zip codes of 92553 and 92501 have the highest populations with 328 and 300 students respectively. The zip code 92882, with 234 students, in the West sub-region also has a relatively large number of short-term CTE students (Appendix D Figure 11, BW Report p. 27).

## THE REGIONAL COMMUNITY/POTENTIAL ADULT EDUCATION STUDENTS

The potential Riverside adult education student population is delineated into four categories:

Students Requiring Elementary and Secondary Basic Skills -- these potential students have a less than a high school diploma (or high school equivalency). Adult education courses targeting these students are meant to build a

solid foundation of vocabulary, reading, and writing skills, and/or assist students in completing their high school diploma or equivalency;

English as a Second Language (ESL) -- this includes the immigrant population 18 years and older who speak English “less than very well.” Adult education courses targeting this population will offer classes for adult English language learners, vocational English as a Second Language (ESL), and citizenship courses

Adult with Disabilities -- includes the population 18 to 64 years old with a verified disability such as: hearing, vision, or cognitive disability, self-care difficulty, or independent living difficulty. Adult education courses targeting this population offer services and programs that are meant to support educational goals and increase independence;

Career & Technical Education short- term (CTE) -- these adult education courses are meant to provide specific training and education to expand and improve employment opportunities, to assist students in completing their college degree, or to help them move into a career pathway.

The potential adult education students within the ABOUT STUDENTS region requiring Elementary and Secondary Basic Skills consists of adults 18 years and older with less than a high school diploma (or equivalency). While the South sub-region has the highest concentration of adults with less than a high school diploma (or equivalent), the North sub-region has the largest number of these adults. The zip codes with the largest concentration include 92509 in the Northwest and 92570 and 92571 in the South sub-region and the largest populations of potential basic skills students can be found in 92503 in the North and 92509 in the Northwest sub-regions (Appendix D Figure 12, BW Report p. 32).

The greatest concentration of the potential ESL adult education student population is in the South sub-region, while the largest number is found in the North sub-region. The zip code with the greatest concentration of potential ESL students is 92571 in the South sub-region and the zip codes with the largest number of this AE population segment include 92503 in the Central, 92509 in the Northwest, and 92880 in the West sub-region (Appendix D Figure 14, BW Report p. 32).

The North sub-region has the largest number of adults with a disability, although the concentration is similar among the South, East, and Northwest sub-regions. The zip codes with the highest concentration include 92518 in the East and 92570 in the South sub-region. Particular emphasis should be placed on the zip code 92518, where the rate exceeds that of any other zip code by at least 5 percentage points. The largest number of these adults can be found in 92509 in the Northwest, 92503 in the Central sub-region, and 92553 in the East sub-region (Appendix D Figure 14, BW Report p. 32).

Potential short-term CTE students include workers trying to get a degree or certificate, get a job, get a better job, or get promoted with their current employer. Developing strong short-term CTE classes and programs will include identifying technical and non-technical skills demanded in growing industry clusters to better prepare students to complete a degree, enter the workforce, select career pathways, and/or move up in the career lattice. For these classes, two population segments were identified: (1) adults with a high school diploma and (2) adults with some college, no degree.

(1) Adults with a high school diploma (or equivalent) - while the South sub-region has the largest proportion of this adult population (32%), the North sub-region has the largest number of adults with a high school diploma. The zip codes with the largest proportion of adults with a high school diploma (or equivalent) include 92570 and 92571 in the South and 92504 in the North sub-region. The zip codes with the largest populations include 92509 in the

Northwest and 92504 in the North, 92553 in the East, and 92570 in the South sub-regions (Appendix D Figure 13, BW Report p.33).

(2) Adults with some college, no degree - adults with some college, no degree can be primarily found in the North sub-region, followed by the West, East, and lastly the South sub-region. The highest concentration of these potential students is found in the zip codes 92507 and 92555 and the largest populations are found in 92503, 92507, and 92509; all are in the North or Northwest sub-regions (Appendix D Figure 16, BW Report p. 34).

## REGIONAL ECONOMIC AND WORKFORCE PROFILE

There are a total 371,804 jobs in the ABOUT STUDENTS Consortium region. Since 2012, the number of jobs in the region has increased 28%, or by an additional 82,402 jobs. Despite significant job growth, average wages per job in Riverside (\$57,803) are below the state and national average, while the cost of living is 26.9% above the national average.

Since 2012, employment in the ABOUT STUDENTS region has increased more than state (12%) and national (9%) averages, and more than in the neighboring San Bernardino (16%) and Orange (12%) counties (Figure 1). The industries with the largest job creation since 2012 include general warehousing and storage (16,212 jobs created), services for the elderly and persons with disabilities (+13,059 jobs), elementary and secondary schools (+4,689 jobs), limited-service restaurants (+4,017 jobs), and temporary help services (+3,424 jobs).

There are 457,976 people in the labor force, or approximately 63% of the population 16 years and older. While labor force participation is the same as in California, the unemployment rate in the ABOUT STUDENTS region (5.5%) is higher than the national (4.3%) and state (4.7%) unemployment rates, with the rates varying considerably among Riverside's sub-regions (Appendix D Table 11, BW Report p. 16). While the West sub-region has a very low unemployment rate of 3.7%, the South and East sub-regions have higher unemployment rates at 6.7% and 6.6% respectively. This means the job and workforce needs vary greatly among these sub-regions (Appendix D Figure 1, BW Report p. 15).

The ABOUT STUDENTS region's workforce includes all residents in the labor force 16 years and older who may work in or outside the region. In this workforce analysis, the research team assessed how the region's workforce intersects with the local availability of jobs. To do so, the research team compared the number of people in the residential workforce to the number of local jobs in the same occupational clusters.

In the ABOUT STUDENTS region there are approximately 457,976 people in the resident workforce and only 371,583 jobs in the region (armed forces jobs not included). This means that there is a net surplus of approximately 86,393 people who need to leave the ABOUT STUDENTS region to go to work. This resident workforce surplus exists across all occupation segments except for service occupations, such as healthcare and protective services (Appendix D Figure 2, BW Report p. 18). In this occupation segment, there are more jobs than residents in the workforce, meaning workers from outside the ABOUT STUDENTS region are coming to the area to fill available jobs. This provides an opportunity for local educational institutions to train students in these service occupations and provide employers with a more local and skilled-workforce.

The occupational segment with the largest number of residents who must leave the region for employment are the management, business, science, and arts occupations (Appendix D Figure 2, BW Report p. 18). 55,777 residents in these occupations alone must leave the region for work.

## REGIONAL JOB QUALITY

Employment trends and economic snapshots are important in analyzing job quantity but they fall short in analyzing job quality. Educational attainment, training, and experience are often associated with employment opportunity, career growth, and potential earnings. Based on these elements, most occupations can be categorized into one of three occupational tiers that will provide more insight into job quality. The three-tiered system used is largely defined by current wage data, general educational attainment, and skills requirements. They are as follows:

Tier 1 Occupations are typically the highest-paying, highest-skilled occupations in the economy. The median annual wage for Tier 1 occupations in the ABOUT STUDENTS Region is approximately \$85,544 a year. This occupational category includes positions such as managers (e.g., Chief Executives and Sales Managers), professional positions (e.g., Lawyers and Physicians) and highly-skilled technology occupations, such as scientists, engineers, computer programmers, and software developers;

Tier 2 Occupations are typically the middle-skill, middle-wage occupations. The median annual wage for Tier 2 occupations in the ABOUT STUDENTS Region is approximately \$50,397 a year. This occupational category includes positions such as technicians, teachers, office and administrative positions (e.g., Accounting Clerks and Secretaries), and manufacturing, operations, and production positions (e.g., Assemblers, Electricians, and Machinists);

Tier 3 Occupations are typically the lowest-paying, lowest-skilled occupations that have historically provided the largest portion of employment in the region. The median annual wage for Tier 3 occupations in the ABOUT STUDENTS region is approximately \$28,412 a year. These occupations include positions such as security guards, food service and retail positions, building and grounds cleaning positions (e.g., Janitors), and personal care positions (e.g., Home Health Aides and Child Care Workers).

Since 2012, about half of all jobs in the ABOUT STUDENTS region have been Tier 3 occupations. Just over-third are Tier 2 jobs, and less than one-fifth are Tier 1 jobs (Appendix D Table 2, BW Report p. 42). During the same period, while the proportion of Tier 3 jobs increased by 1.4 percentage points, the proportion of Tier 1 and Tier 2 jobs decreased by less than a percentage point each. (Appendix D Table 2, BW Report p. 42).

Compared to other regions, job quality in the ABOUT STUDENTS region is lower than the state and national averages, with a smaller proportion of Tier 1 jobs and larger proportion of Tier 3 jobs in the ABOUT STUDENTS region, than in California and the U.S. (Appendix D Figure 21, BW Report p. 42).

Tier 1 jobs are critical to increase job and life quality in the area, as Tier 3 employment does not typically provide enough income for families to be able to afford living in the area. For example, a family of 2 adults (one working) and 2 children in Riverside County need 1.13 Tier 2 jobs and 2.00 Tier 3 jobs to meet self-sufficiency (Appendix D Table 3, BW Report p. 43).

Looking at job growth overtime, all occupational Tiers increased by 22% or more since 2012. Tier 3 jobs increased the most with a 32% growth rate since 2012, Tier 2 jobs increased by 26%, and Tier 1 jobs have the lowest growth rate with a 22% increase since 2012 (Appendix D Figure 22, BW Report p. 43). Looking at specific occupations, Tier 3 job growth was particularly strong among material moving workers (+13,176 jobs), other personal care and services workers (+9,698 jobs), and material recording, scheduling, and distributing workers (+4,727 jobs). The highest growth Tier 2 occupations include construction trade workers (+9,168 jobs) and motor vehicle operators (+3,611). Tier 1 occupations experiencing the largest increase in workers include health diagnosing and treating practitioners (+1,996 jobs) and business operations specialists (1,880).

Compared to other regions, occupational employment in the ABOUT STUDENTS region increased at a significantly higher rate than in both California and the country (Appendix D Figure 23, BW Report p. 44). Nonetheless, while the other regions' Tier 1 employment increased at a higher rate than Tier 2 and Tier 3 jobs, ABOUT STUDENTS Tier 3 jobs experienced the largest growth, followed by Tier 2 and Tier 1 jobs. As mentioned previously, Tier 3 employment is associated with lower job quality. Thus, it is important for ABOUT STUDENTS to support the growth of the more sustainable Tier 1 and Tier 2 jobs.

## SERVICE PRIORITIES AND COMMUNITIES OF NEED (GAP ANALYSIS)

**Elementary and Secondary Basic Skills** - While the South sub-region has the highest average gap, the largest gaps by zip code are within the North sub-region. The zip code 92570, in the South sub-region has the largest gap, with 293 potential basic skills students for every current basic skills student. The zip code with the second largest gap, 92509, is in the Northwest sub-region and has almost 168 potential basic skills students for every current basic skills student. These two least-served zip codes are within relatively close proximity to the Val Verde Adult School and the Jurupa Adult School, respectively (Appendix D Figure 17, BW Report p. 36).

**ESL and Citizenship** - English Second Language programs have relatively lower average gap ratios than the other programs analyzed in this report. This suggests that the ABOUT STUDENTS region has succeeded in advertising and providing services to ESL students in these regions. The South sub-region has the highest average gap; there are about 69 potential students for every current student in this sub-region. The Val Verde Adult School is the only school in this sub-region, though Moreno Valley College may be within commuting distance for some. The zip code with the most underserved population is 92570, where there are about 80 potential ESL students for every current ESL student. This zip code is in the South sub-region and is in closest proximity to the Val Verde Adult School (Appendix D Figure 18, BW Report p. 37).

**Short-term CTE** - This program area has two categorizations of potential students: those whose highest educational attainment is a High School Diploma (or equivalent), and those who have attended some college but have not earned a degree. These two categories allow for greater granularity and clarity in decisions involving Career Technical Education.

For potential students who have a high school diploma or equivalent, the South Sub-region has the highest average gap of all sub-regions. The two zip codes with the greatest gaps are 92570 and 92883. 92570 has 340 potential short-term CTE students for every current short term CTE student in the region and 92883 has almost 328 potential short-term CTE students per current student. These large ratios emphasize that these two regions are relatively under-served by ABOUT STUDENTS short-term CTE programs. The Val Verde Adult School is the closest institution to the 92570-zip code, though the Corona-Norco Adult School may be the closest for residents in the 92883-zip code (Appendix D Figure 19, BW Report p. 38).

The service gap for potential students with some college but no degree is very similar to the high school diploma only gap. The South sub-region is again, the most under-served. The two zip codes, 92506 in the North sub-region and 92883 in the West sub-region, have gap ratios of 428 and 381 respectively. It is also worth noting that the central area has high gap values—ranging from 156 to 428 potential students for every current short-term CTE student (Appendix D Figure 20, BW Report p. 39). These regions are within close proximity to a number of Adult Schools and Community Colleges, meaning that additional programming would likely be met with strong interest.

## STAKEHOLDER ANALYSIS

The ABOUT STUDENTS Consortium for Adult Education contracted with WestEd, a national education non-profit, to support the collection of informational data for the development of region's 3-Year Plan. The first phase of data inquiry utilized focus groups with each member site to gather information about the needs in their sub-region, the alignment of needs and services, and strategies that would contribute to addressing these needs. The emphasis of these discussions was on local needs because the team felt participants would be more familiar with the needs of their respective adult schools, and colleges than those of the consortium overall.

WestEd conducted one focus group with every member ( $n = 7$ ) at their site location. Two members, Moreno Valley Unified School District and Val Verde Unified School District met together because of their unique provider agreement. Each focus group included leadership from the adult school or community college district, faculty, support staff and other key stakeholders. Focus groups were held between February 5, 2019 and February 13, 2019 and each focus group lasted approximately 90 minutes.

To analyze information obtained from the focus groups, WestEd carried out a content analysis. First, WestEd reviewed notes from every focus group to identify the range of needs and strategies raised across groups. These needs and strategies were then synthesized to determine which needs and strategies could be meaningfully grouped together into relevant categories. Next, WestEd coded the notes from each focus group to allow an understanding of the range of topics raised, as well as insight into the number of member sites that described each need or strategy. The needs discussed by consortium members are outlined below and the related strategies that were identified to address these needs are highlighted in Section 2.4 of this plan. A summary of focus group results can be found in Appendix E.

### Needs Identified by Member Sites

Discussion in the focus groups highlighted eight categories of needs that consortium members believed impact their ability to effectively serve potential and current students in the region. These included needs related to:

- (1) Improving collaboration and communication within the consortium.
- (2) Increasing supports for student transitions.
- (3) Changing course offerings to better meet student needs.
- (4) Addressing logistics and facility needs.
- (5) Increasing community knowledge and awareness about adult education services.
- (6) Improving student retention.
- (7) Increasing connections to industry and work opportunities.
- (8) Ensuring services address the needs of the specific student population.

More detail about each of these areas of need is provided in the sections below.

## Consortium Collaboration and Communication

All seven member focus groups described the need to improve collaboration and communication within the consortium. Discussion related to this topic suggested that members believe the consortium could better serve students by having a more coordinated approach to sharing information and making referrals. For example, four members noted that currently there is not a centralized resource for potential or current students to utilize when determining what courses they can take and where they can take them within the region. Because some member sites are relatively close in proximity, having a clear understanding of offerings across multiple member sites may allow potential or current students to capitalize on courses held in various locations. Related, focus group participants at three member sites indicated that although referrals sometimes happen across member sites, there isn't a formalized process in place to facilitate referrals. Participants believed having a system for referrals might help connect students to other members that offer the courses or programs they need. This resource might also support the coordination of course offering increasing access across the region.

## Supports for Student Transitions

Increasing supports for student transitions was another area of need raised by all seven member sites. Supports for students is a need identified for all types of transitions including: transitions to RCCD or other colleges, transitions to career or career pathways, and transitions across programs or course levels within individual schools. Focus group participants indicated that it can be difficult to support student transitions as comprehensively as they would like due to lack of dedicated staff time for this role. Five member sites raised the need for a dedicated counselor focused specifically on goal setting, career planning, and transitions. Many member sites are using the resources they currently have to facilitate transitions as much as possible, but they recognize that more supports and more widespread supports (i.e., supports for all students not just those who proactively reach out) would be beneficial for their current and potential students.

## Logistics and Facilities

Needs related to program logistics and facilities were also discussed in all seven focus groups. In five of the focus groups, participants indicated that the lack of or timing of space availability, and lack of easily accessible childcare makes it more difficult to serve potential and current students in their sub region. Slightly less than half of member sites (n = 3) reported challenges serving their sub region due to not having enough funding to grow incapacity and expand offerings, difficulty finding and keeping qualified instructors, and issues tracking and surveying students to understand the impacts of their program. Two member sites also indicated that lack of available technology made it more difficult to ensure students have access to the resources they need to complete their work and access college and career resources.

## Course Offerings

Six out of seven member sites suggested that course offerings should be modified or increased to meet the needs of their potential and current student population. Of these members the vast majority stressed that more short-term CTE (n = 5) and contextualized learning (n = 4) courses are needed. Participants indicated that there is need and interest in their communities for short-term CTE courses and strategic ways to increase offerings is necessary to meet this need. Similarly, participants suggested that contextualized courses that embed short-term CTE into

other coursework (e.g., construction math) may be another avenue to expand career-relevant offerings across the region. Other needs in this area were raised by fewer member sites (n = 1-2) and focused on needs for more non-CTE courses, more dual enrollment courses, better course consistency across instructors within a given school, and reducing within program competition (i.e., courses offered at the same time may compete with one another for enrollment).

### **Community Awareness**

Addressing the lack of community awareness about the adult education services provided by consortium members was noted as a need by nearly every member site (n = 6). Focus group participants explained that many individuals who may benefit from adult education services in their sub regions are not aware that these services exist. They noted that there are underserved pockets within their sub regions, but it is difficult to know exactly where these underserved pockets of populations are located to facilitate outreach. The ultimate impact of lack of community awareness is low enrollment in courses and programs that may be highly beneficial to individuals in the community.

### **Retention**

Improving retention is another area of need that was discussed by five member sites. These sites noted that their student population is highly transient, and it can be difficult to maintain consistent student attendance over time. These member sites stressed that figuring out ways to keep students enrolled in courses and navigate supporting students to continue their education despite changes in life circumstances would have a positive impact on their student populations. Members suggested that increasing retention would improve outcomes and impact student achievement.

### **Connections to Industry**

Participants at five focused groups described the need to increase connections and job opportunities for students so that they can better serve their population. All of these member sites indicated that it would be valuable to find better ways to tap into industry partners and build relationships with those partners that would allow for collaboration and more opportunities for work experiences and internships. Focus group participants noted that although there are numerous high profile companies in the region, they have not yet been able to build relationships with these businesses that create opportunities for students. A subset (n = 2) of member sites also suggested that being able to better disseminate information about job openings and creating more apprenticeship programs would benefit their students.

### **Student Population Characteristics**

The final category of needs raised by focus group participants (n = 5) was the need to identify ways to ensure services and offerings address the needs of the specific student population. Three member sites reported that their potential and current student population can be difficult to engage with and retain due to their availability. For example, they may have jobs (although often low paying), have long commutes, and have personal obligations that leave little time for education. Members also noted that there is a relatively low willingness or ability to travel far distances among potential and current students in the region. Although course location can be a large factor in

someone's decision about whether or not to take a class, the challenges related to location described previously can make it difficult for member sites to place classes at locations that would be most convenient for students. In addition, a subset of members (n = 2) indicated that their student populations have needs around mental health and substance abuse services that must be addressed to set them up for success at school.

## 2.4 Identifying Goals and Strategies

---

Over a three-month period, the ABOUT STUDENTS Consortium's Leadership Team collaborated to surface regional and site-specific needs, goals, and strategies. Results from the focus group and self-assessment (described in Sections 2.2 and 2.3) were then used in planning efforts to shift the emphasis from site-level needs toward those shared by multiple members, and the consortium. The Leadership team prioritized and synthesized identified goals and strategies. These activities were informed by economic and labor market data and demographic profiles commissioned by BW Research for the consortium to support the planning process. This iterative process of brainstorming, review, and synthesis resulted in the development of four goals that will guide the regions work over the next three years. These goals aim to position the ABOUT STUDENTS Consortium to meet the region's educational and workforce needs of adult learners:

- Goal 1: Strengthen industry and community partnerships and developing short-term CTE program consortium-wide.
- Goal 2: Strengthen the consortium's approach to connection with students, potential students, and the community-at-large.
- Goal 3: Increase student success by clarifying pathways, expanding opportunities (e.g. articulation, certificates), and supporting students in achieving their goals.
- Goal 4: Improve data collection and reporting practices to more accurately capture student performance and member/consortium effectiveness.

The goals, activities, and outcomes for the ABOUT STUDENTS Consortium can be found in the Logic Model at the end this section and are described in greater detail below.

## Goal 1: Strengthen industry and community partnership and developing short-term CTE program consortium-wide

The ABOUT STUDENTS Consortium currently offers several short-term CTE courses and has existing partnerships with community organizations. However, based on input received during Leadership Team focus groups meetings, and needs identified in the BW Research report, there is still significant need to increase the number and type of short-term CTE course offerings in the region. The consortium has also identified the need to strengthen and develop new community partnerships.

### Strategies to Work toward Goal 1

The consortium identified two key strategies to address goal 1. The first strategy focuses on increasing short-term CTE courses, contextualized courses, and industry recognized certifications and credentials. The second strategy will be to leverage the current member and community partner connections to increase industry partnerships.

#### *Increase short-term CTE and Contextualized Course Offerings*

Based on the focus groups results and current economic and labor market data assessment, the region identified the need for additional short-term CTE courses either because courses are not yet provided by some members and/or because some members have wait-lists for their existing short-term CTE courses. As part the process of expanding course offerings, the consortium recognizes the importance of reviewing their current short-term CTE courses, certifications, and contextualized course offerings. Given this, the consortium members will review current offerings, develop documentation outlining the short-term CTE courses, certifications, and contextualized course offerings. These lists will be examined across the consortium as a whole to develop a better understanding of the range, frequency, and location of current offerings. Based on their current offerings, the consortium members will work to identify the additional short-term CTE courses and possible certifications some members might consider offering. While the members recognized the importance of not duplicating efforts, they also noted that some neighboring members will have to offer similar short-term CTE programs because transportation was noted as a challenge with their population subgroups and because the need for duplicate short-term CTE program is high. Multiple members also indicated the need to develop short-term CTE courses and certifications that lead to overall quality jobs.

Taking into consideration regional economic and labor market needs, some of the short-term CTE programs the consortium is exploring to expand include: Medical Assistant in Jurupa, Welding in Moreno Valley. Some members are also exploring the ideas of contextualizing course offerings. One example is Moreno Valley Adult School's interest in developing a short-term CTE math course for construction.

#### *Leverage Current Member and Partner Connections to Increase Industry Partnerships*

Individual consortium members have developed long-standing partnerships in the community. Even with their established partnerships, they recognize the need to develop new relationships with industries in the region. To avoid duplication of efforts in reaching out to the same partners, over the next three-year phase the consortium will develop a repository of current industry partners that will help identify gaps in industry partners they would like to develop. In addition to developing new partnerships, more of an emphasis will be placed in strengthening their existing partnerships. In working with both existing and new partners, consortium members plan to: (1) increase work-based learning opportunities for students; (2) increase possible employment opportunities for students; and (3) better align courses to industry needs. Members have indicated the need to have employment linkages for students that would offer either steady higher pay employment opportunities.

To work toward this goal, the consortium will convene an industry partnership community of practice. Community of practice members will include at least one liaison from each interested member site. Together they will collaborate in sharing resources and identifying opportunities that will support students in the region by growing the consortium's connection to industry. The community of practice liaisons will identify ways to more efficiently collaborate with new and existing community and industry partners, including leveraging existing partnership systems (e.g., relationships with industry in the K-12 arena). In addition, the community of practice will gather feedback from representatives from major local industry sectors on how to best align courses to needs they are seeing in the field.

### **Goal 1 Outcomes**

The key outcome to address this goal is the increase in short-term CTE and contextualized course enrollment consortium-wide. Enrollment data from TOPS Pro will be monitored annually using consortium-wide short-term CTE enrollment data. Baseline data will be determined using enrollment data from the 2018-19 school year. By July 2020, the consortium seeks to increase short-term CTE enrollment by 5% compared to baseline. By July 2021, the goal expects to reach a 10% increase in short-term CTE enrollment. The long-term outcome is that by July 2022, short-term CTE enrollment will have increased by 15% compared to baseline.

## Goal 2: Strengthen the consortium's approach to connection with students, potential students, and the community-at-large

Although some members of the community are aware of the adult education services available in the region, members indicated that widespread awareness about the existence of adult schools and community colleges, as well as the services they offer is lacking in the communities they serve. All consortium members agree that over the course of the next three years, the consortium should focus on increasing community awareness about available adult education services. The consortium intends to expand its marketing and branding approach to strengthen its connections with current students and to increase reach with potential students across the region.

### Strategy to Work toward Goal 2

Members recognize the need to invest in marketing and outreach efforts to continue to connect with current and potential students in the region. The main strategy to accomplish this is to collaborate with Full Capacity, an outreach and marketing consultant that will support the development of branding and marketing efforts for the region.

#### *Branding and Marketing Materials*

The consortium is investing in strengthening the way it serves current students and potential students. Over the past year, the consortium has been exploring the next phase for their marketing outreach with Full Capacity. In collaboration, they have identified a multitude of marketing and branding strategies to help meet this goal. The Consortium Leadership Team is currently working to prioritize the tasks that will be addressed during the first year of the next three-year phase based on effort, expected benefit, and cost.

One task that is of priority is the development of the ABOUT STUDENTS Consortium's website. The consortium has identified the need to host a website that will include a list of course offerings from all members in the region and direct links to all member sites. This will provide easy access to current course offerings at local and neighboring adult schools for current students and potential students. Recognizing that the website may have to be developed in phases due to possible cost implications, the consortium's first task will be to decide on the key features that will need to be included in the first iteration. Each consortium member will need to review their current and planned course offerings to develop a list that can be included on the newly created website. In addition, the consortium will also need to identify the process of updating course offerings on the website. Courses will change from semester to semester and there will be a need to update the website in a timely manner. Another activity that will serve to promote goal #2 is the branding of outreach materials. More detail about what the branding and marketing plan will entail will be determined through negotiation with Full Capacity and recommendations of the leadership team. Although the details of this plan are currently to be determined, some strategies under consideration beyond the website include a campaign branding and guidelines, an online pathway tool, media/drip campaign, marketing toolkit, social media capacity building, videos, professional development, and public relations support. In addition to the various strategies, the Consortium and Full Capacity also noted the need to utilize language that holds an emotional appeal to the target audience. This would also contribute to increasing connections with potential students and the community-at-large.

### Goal 2 Outcomes

By strengthening the approach to connect with current students and potential students, the consortium aims to increase overall enrollment in region-wide adult education programs as a result of its goal 2 efforts. Enrollment

data from TOPS Pro will be monitored annually. Baseline data will be determined using enrollment data from the 2018-19 school year. By July 2020, the consortium seeks to increase enrollment by 3% compared to baseline. By July 2021, the goal expects to reach a 5% increase in enrollment. The long-term outcome is that by July 2022, enrollment will have increased by 10% compared to baseline.

## **Goal 3: Increase student success by clarifying pathways, expanding opportunities (e.g., articulation, certificates), and supporting students in achieving their goals**

Although the consortium and individual members currently utilize diverse strategies to promote student success, all members agreed that more can be done to support students as they work toward their goals. Strategies to increase student success can take many forms that vary in their intensity, cost, and impact. The consortium members considered a long list of different approaches to improve student success and through discussion and consensus identified three strategies they believe are most appropriate and feasible within their school contexts.

### **Strategies to Work toward Goal 3**

Members recognized that a single strategy is not sufficient to increase student success and instead a combination of strategies is necessary. The strategies that the consortium agreed to engage in over the next three years to increase student success include: (1) Clarifying pathways from adult schools to post-secondary and workforce, as well as identifying opportunities for articulation or concurrent enrollment; (2) Increasing retention; and (3) Forming communities of practice within select program areas.

#### *Clarify Pathways and Identify Articulation/Concurrent Enrollment Opportunities*

Increasing student success requires a clear understanding of pathways from adult education to other educational opportunities such as community college. Mapping out pathways and identifying opportunities to leverage adult school coursework for use in community college ensures members can appropriately direct students to classes that propel them toward their goals and students can understand the trajectory of their educational experience and how it aligns with their goals. Over the next three years, the ABOUT STUDENTS Consortium aims to support student success by identifying and expanding coursework that follows a clear pathway. First, the consortium will engage in the process of documenting current adult school and community college offerings to understand current connections between coursework in the two systems. Next, adult schools and community college consortium members will collaborate to identify opportunities to further connect pathways in the two systems. This will likely lead to formal articulation agreements, concurrent enrollment agreements, and reverse referrals where the community colleges refer back to the adult schools. After consortium members have leveraged the alignment of current course offerings, activities will shift to focus on growing additional pathways through thoughtfully designing short-term CTE courses based on the potential for clear pathway alignment and expanding to incorporate industry partners to grow pathways to the workforce.

#### *Increase Retention*

To foster student success, it is vital that students continue coming to school and finish their programs. The ABOUT STUDENTS Consortium members highlighted that retention is a significant challenge due to characteristics of their student population (e.g., highly transient, already employed, limited ability/desire to travel for school, pressing life circumstances). Although different members engage in different practices to increase retention, the consortium is interested in exploring different activities to increase retention over the course of the next three years. In particular, consortium members will weigh the value and feasibility of diverse strategies that have been proposed such as changing course timing or structure, utilizing online/hybrid courses, giving faculty time to do student outreach, or examining potential solutions to issues such as transportation and childcare. Based on this initial

exploration, the consortium will determine which strategies may be most valuable and feasible to pilot at some or all member sites. Ultimately, the consortium aims to develop a plan highlighting promising practices related to retention based on learning over the three year period.

#### *Form Program Area Communities of Practice*

The final strategy to increase student success is rooted in the idea that high quality educational experiences are bolstered by the sharing of best practices. The ABOUT STUDENTS Consortium plans to begin work in this area by developing a community of practice focused on one program area. To develop this community of practice, members will decide on the appropriate program area, who should attend, the frequency of meetings, and the meeting agendas. It is expected that the community of practice will focus on sharing lessons learned and successful strategies and troubleshooting common challenges. The community of practice will be carried out and members will reflect on and document lessons learned to inform the development of subsequent communities of practice related to other program areas.

### **Goal 3 Outcomes**

Through this combination of strategies, the consortium aims to achieve short, medium, and long term goals related to retention and student success. By July 2020, the consortium seeks to improve both the persistence rate and student success outcomes by 10% compared to baseline (July 2019). By 2021, this goal increases to a 15% improvement in the persistence rate and student success outcomes. The ultimate goal is that by the end of the timeframe outlined by the Three-Year Plan, the persistence rate and student outcomes will have increased by 20% compared to baseline. Underlying all of these outcomes is the need for consistently collected and reported data that allows for accurate year-to-year comparisons. Achieving greater accuracy in data collection and reporting is an additional short term outcome included in Goal 3, as well as the primary focus of Goal 4.

## **Goal 4: Improve data collection and reporting practices to more accurately capture student performance and member/consortium effectiveness**

The previous three goals and associated strategies and outcomes identified by the ABOUT STUDENTS Consortium require ongoing collection and monitoring of data to determine progress and engage in continuous improvement. Given the role of data in understanding progress toward goals, it is imperative that the data collected and analyzed by the consortium is accurate.

### **Strategy to Work toward Goal 4**

Although the state provides guidance on definitions to guide data collection, the consortium members agreed that more discussion and norming around data collection and reporting would be valuable to ensure all members are collecting and submitting data in the same way. To ensure a shared understanding of data collection and reporting definitions and processes, the consortium will develop a Data Team tasked with this purpose.

### **Goal 4 Outcomes**

It is difficult to assess outcomes related to Year 4 using a comparison point because not enough is known about the accuracy of current data collection and reporting processes. Instead, Goal 4 outcomes focus on process measures and ongoing use of the tools created by the Data Team. In particular, by July 2020, the consortium seeks to have the Data Team functioning with an agreed upon and documented approach to data collection and reporting and actively providing training on these procedures. In 2021 and 2022, the consortium aims to continue revising data collection and reporting procedures based on updated state guidance and new problem areas and providing ongoing trainings. Across all three years it is expected that there will be improved consistency in data reporting by members, allowing for ongoing monitoring of progress toward the remaining goals included in this plan.

Figure 1. Logic Model

Goal 1: Strengthen industry & community partnerships and short-term CTE program consortium-wide					
Inputs	Activities	Outputs	Short Term Outcomes (1 yr: July 2020)	Medium Term Outcomes (2 yrs: July 2021)	Long Term Outcomes (3 yrs: July 2022)
To accomplish our set of activities we need the following:	To address our goal we will accomplish the following activities:  (From previous meetings, strategies in bold, activities have *)	We expect that 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 (July 2020)	We expect that if accomplished, these activities will lead to the following changes by July 2021	We expect that if accomplished, these activities will lead to the following changes by July 2022
<p>Members</p> <p>Current course/certificate offering data</p> <p>Projected course/certificate offering data</p> <p>Current industry</p>	<p><b>Strategy: Increase short-term CTE and contextualized course offerings as well as industry recognized certifications/credentials</b></p> <p>*Review current short-term CTE/contextualized course (e.g., construction math) and certificate offerings</p> <p>*Review planned short-term CTE/contextualized course and certificate offerings</p> <p>*Identify gaps in current short-term CTE/contextualized course/certificate offerings and labor needs</p>	<p>List of current short-term CTE course and certificate offerings</p> <p>List of additional certifications for consideration when planning future offerings</p> <p>List of additional short-term CTE courses for</p>	<p>Increase short-term CTE and Contextualized course enrollment consortium-wide by 5% as compared to baseline (July 2019) as measured by TOPS Pro data.</p>	<p>Increase short-term CTE and Contextualized course enrollment consortium-wide by 10% as compared to baseline (July 2019) as measured by TOPS Pro data.</p>	<p>Increase short-term CTE and Contextualized course enrollment consortium-wide by 15% as compared to baseline (July 2019) as measured by TOPS Pro data.</p>

<p>partners</p> <p>Industry need data</p>	<p>*Identify potential short-term CTE/contextualized course and certificate additions</p> <p><b>Strategy: Leverage current member and community partner processes and connections to increase industry partnerships</b></p> <p>*Identify industry partnership community of practice (COP) liaison from each interested member</p> <p>*Form COP charged with identifying consortium-level approach to coordinate efforts to identify, reach out to, and share industry partners</p> <p>*Identify current member and community partner industry relationships</p> <p>*Explore intermediary opportunities (e.g., WDB) to form industry partnerships</p> <p>*Identify and explore other strategies to form/leverage industry partnerships</p> <p>*Develop plans with identified partners on potential work-based learning (WBL)</p>	<p>consideration when planning future offerings</p> <p>COP for industry partnerships is formed with representation from interested members</p> <p>Repository of current industry partnerships and identified gaps in partnerships</p> <p>Plan for increasing WBL opportunities and jobs with partners</p>			
---	---	---	--	--	--

	opportunities, employment, and alignment of courses and industry needs/Advisory board participation				
--	---	--	--	--	--

**Goal 2:** Strengthen the consortium’s approach to connection with students, potential students, and the community at large.

Inputs	Activities	Outputs	Short Term Outcomes (1 yr: July 2020)	Medium Term Outcomes (2 yrs: July 2021)	Long Term Outcomes (3 yrs: July 2022)
To accomplish our set of activities we need the following:	To address our goal we will accomplish the following activities:  (From previous meetings, strategies in bold, activities have *)	We expect that 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 (July 2020)	We expect that if accomplished, these activities will lead to the following changes by July 2021	We expect that if accomplished, these activities will lead to the following changes by July 2022
Marketing plan developed by outreach consultant  Web developer  Current course/certificate offering data	<b>Strategy: Follow recommendations of outreach consultant, develop and promote brand, marketing materials, and website for that will include catalog of consortium-wide course offerings, links to member sites, and is easily updated by members. Intended to serve current students, potential students, and staff.</b>  *Determine what features the site/page needs to have (room to grow)  *Identify current and planned course offerings	New brand outreach material developed  Website is developed.  List of current course offerings consortium wide	Increase overall consortium enrollment by 3% as compared to baseline (July 2019) as measured by TOPS Pro data.	Increase overall consortium enrollment by 5% as compared to baseline (July 2019) as measured by TOPS Pro data.	Increase overall consortium enrollment by 10% as compared to baseline (July 2019) as measured by TOPS Pro data.

	<p>*Develop process for keeping site updated</p> <p>*Create plan for getting the word out about the new site</p>				
--	--	--	--	--	--

**Goal 3: Increase student success by clarifying pathways, expanding opportunities (e.g., articulation, certificates), and supporting students in achieving their goals**

Inputs	Activities	Outputs	Short Term Outcomes (1 yr: July 2020)	Medium Term Outcomes (2 yrs: July 2021)	Long Term Outcomes (3 yrs: July 2022)
To accomplish our set of activities we need the following:	To address our goal we will accomplish the following activities:  (From previous meetings, strategies in bold, activities have *)	We expect that 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 (July 2020)	We expect that if accomplished, these activities will lead to the following changes by July 2021	We expect that if accomplished, these activities will lead to the following changes by July 2022
Members  List of course offerings from #1	<p><b>Strategy: Clarify pathways from adult schools to post-secondary and workforce and identify opportunities for articulation/concurrent enrollment.</b></p> <p>*Crosswalk current adult school and community college course offerings</p> <p>*Identify opportunities to connect adult school and community college pathways</p> <p>*Form formal articulation and/or</p>	<p>List of current articulation/concurrent enrollment.</p> <p>List of potential art/concurrent enroll</p>	<p>Improve persistence rate by 10% as compared to baseline (July 2019)</p> <p>(Based on common definition of persistence from data team) as measured by TOPS Pro data.</p> <p>Improve student success</p>	<p>Improve persistence rate by 15% as compared to baseline (July 2019) as measured by TOPS Pro data.</p> <p>Improve student success outcomes (transitions to workforce, post-secondary and across programs, as</p>	<p>Improve persistence rate by 20% as compared to baseline (July 2019) as measured by TOPS Pro data.</p> <p>Improve student success outcomes (transitions to workforce, post-secondary and across</p>

<p>Current articulation data</p>	<p>concurrent enrollment agreements (also reverse referral)</p> <p>*Design future short-term CTE courses with industry partner and college alignment in mind</p>	<p>(Consortium members to decide which of retention strategies to pursue in plan)</p>	<p>outcomes (transitions to workforce, post-secondary and across programs, as well as wage increases) by 10% as compared to baseline (July 2019).</p>	<p>well as wage increases) by 15% as compared to baseline (July 2019).</p>	<p>programs, as well as wage increases) by 20% as compared to baseline (July 2019).</p>
<p>College partners</p>	<p>*Approach partners identified by Industry COP to create job pipelines</p>		<p>Improved consistency in data reporting as a result of data team meetings (goal 4). This should result in capturing data previously not captured and dropping students who have left the school sooner.</p>		
<p>Industry partners</p>	<p><b>Strategy: Increase Retention</b></p> <p>*Explore value/feasibility of online and hybrid models (e.g., Burlington/Grad Point) in addressing retention challenges</p> <p>*Explore value/feasibility of chunking classes into shorter terms rather than full semester</p> <p>*Explore value/feasibility of giving faculty time to reach out to absent students</p> <p>*Identify strategies to promote high expectations from teachers</p> <p>*Increase value of course offering by clarifying position in pathway, having industry partners linked where applicable and adding industry certifications as appropriate</p> <p>*Explore value/feasibility of increasing variety of course times even if some</p>		<p>Examine TOPs survey to strengthen Student Success Outcomes data gathering.</p>		

	<p>courses have lower attendance</p> <p>*Explore value/feasibility of administering a student survey to identify support needs</p> <p>*Identify and create opportunities to build community among students (e.g. women’s group at MV)</p> <p>*Explore strategies to increase access to childcare</p> <p>*Explore strategies to address transportation challenges</p> <p>*Develop consortium-wide plan highlighting promising strategies to improve retention based on learnings from exploration activities</p> <p><b>Strategy: Form Communities of Practice comprised of faculty/staff by select program areas. Initial objective to share best practices to strengthen programs</b></p> <p>*Consider pilot COP then determine rollout for COP’s in other areas. *Specify objectives for each COP (e.g. repository of resources), how meetings will be led, and how often to meet.</p>				
<p><b>Goal 4:</b> Improve data collection and reporting practices to more accurately capture student performance and member/consortium effectiveness</p>					
<p><b>Inputs</b></p>	<p><b>Activities</b></p>	<p><b>Outputs</b></p>	<p><b>Short Term Outcomes</b></p>	<p><b>Medium Term Outcomes</b></p>	<p><b>Long Term Outcomes</b></p>

			(1 yr: July 2020)	(2 yrs: July 2021)	(3 yrs: July 2022)
To accomplish our set of activities we need the following:	To address our goal we will accomplish the following activities: (From previous meetings, strategies in bold, activities have *)	We expect that 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 (July 2020)	We expect that if accomplished, these activities will lead to the following changes by July 2021.	We expect that if accomplished, these activities will lead to the following changes by July 2022
<p>Data team representatives</p> <p>Data from previous data collections</p> <p>Data collection guidance documentation from state</p>	<p><b>Strategy: Form data team charged with clarifying and standardizing data collection and reporting procedures</b></p> <p>*Identify data team liaison from each interested member</p> <p>*Clarify and come to consensus on data team mission</p> <p>*Identify problem areas (e.g., double dipping)</p> <p>*Identify solutions that resolve the “problems”</p> <p>*Aligning data collection practices (consistent practices, what should be counted for each metric)</p> <p>*Share progress regularly with Leadership Team</p>	<p>Data team formed and conducting meetings.</p> <p>Agreed upon approach to data collection reporting documented</p> <p>Training on data reporting conducted</p>	<p>By July 2020:</p> <p>The data team will have been formed and conducting meetings.</p> <p>Team will agree on approach to data collection/ reporting and document.</p> <p>Training on data reporting will be conducted,</p> <p>Improved consistency in data reporting by members</p>	<p>Ongoing trainings conducted and revisions made based on any future changes to reporting made by the State.</p> <p>Improved consistency in data reporting by members by July 2021 as measured by feedback gathered from Leadership Team.</p>	<p>Ongoing trainings conducted and revisions made based on any future changes to reporting made by the State.</p> <p>Improved consistency in data reporting by members by July 2022 as measured by feedback gathered from Leadership Team.</p>

	*Conduct training on adopted data collection and reporting methods				
--	--	--	--	--	--

**Table 3. Progress Indicators**

The outcomes identified for goals 1-3 in the logic model will serve as the progress indicators for the Consortium’s 3-Year Plan. Table 3 includes the SMART progress indicators.

Goal	Progress Indicator
Goal 1: Strengthen industry and community partnerships and short-term CTE program consortium-wide.	<p><u>Short and Medium Term:</u> Increase short-term CTE and contextualized course enrollment by 5% by July 2020 and by 10% by July 2021 as compared to baseline (July 2019) as measured by TOPS Pro data.</p> <p><u>Long Term:</u> Increase short-term CTE and contextualized course enrollment by 15% by July 2022 as compared to baseline (July 2019) as measured by TOPS Pro data.</p>
Goal 2: Strengthen the consortium’s approach to connection with students, potential students, and the community-at-large.	<p><u>Short and Medium Term:</u> Increase consortium enrollment by 3% by July 2020 and by 5% by July 2021 as compared to baseline (July 2019) as measured by TOPS Pro data.</p> <p><u>Long Term:</u> Increase overall consortium-wide enrollment by 10% by July 2022 as compared to baseline (July 2019) as measured by enrollment TOPS Pro data.</p>
Goal 3: Increase student success by clarifying pathways, expanding opportunities (e.g. articulation, certificates), and supporting students in achieving their goals.	<p><u>Short and Medium Term:</u> Improve persistence rate by 10% by July 2020 and by 15% by July 2021 compared to baseline data (July 2019) as measured by TOPS Pro data.</p> <p><u>Short and Medium Term:</u> Improve student success outcomes (transitions to workforce, post-secondary, across programs, wage increases) by 10% (July 2020) and 15% (July 2021) as compared to baseline data (July 2019) measured by TOPS Pro data.</p> <p><u>Long Term:</u> Increase persistence rate consortium-wide by 20% by July 2022 compared to baseline (July 2019) as measured by TOPS Pro data.</p> <p><u>Long Term:</u> Improve student success outcomes (transitions to workforce, post-secondary, across programs, wage increases) by 20% (July 2022) as compared to baseline data (July 2019) measured by TOPS Pro data.</p>

## 2.5 Piloting and Implementation

---

As a result of the 3-Year planning process, the Leadership Team has prioritized the importance of monitoring data and evaluation. The Consortium intends to carefully monitor several strategies and activities they have identified for inclusion in the 3-Year Plan. As a result, the majority of activities being implemented in the first year of the plan will serve as a “pilot”. Guided by the logic model, the ABOUT STUDENTS Consortium plans to ensure that outputs identified are achieved and progress is made toward targeted outcomes. Nevertheless, the specific activities described below, have been identified by the Leadership Team as critical pilots to ensure efficiency and effectiveness in the implementation of the plan as a whole.

### Communities of Practice

For three of the four goals included in the logic model, the Consortium intends to implement multiple Communities of Practice (COPs) aimed at identifying best practices and supporting members in the following areas: building industry partnerships, program (content) areas, and data collection and reporting. Since the implementation of Region-wide COPs is new to the Consortium, one of the selected pilots is the forming and operation of a data team. The data team was chosen as the pilot for the COP process because consortium leaders feel it is critical that all members are consistent in interpreting guidance from the state on how to collect and report data, as well as how to approach data collection related to outcomes identified in the logic model for the 3-Year Plan.

In piloting the data team COP, the Consortium intends to answer the following questions:

- (1) Who will participate as the member representative from each site?
- (2) How often will the team meet? (e.g., monthly, quarterly)
- (3) Where should the team meet? (e.g., central location, rotating location, virtual meeting option)
- (4) How will the team be structured and what roles are needed for team efficacy?
- (5) How should the team document and report progress to the Leadership Team (e.g., measure its effectiveness)?
- (6) What are the expected outcomes for the team?

Following the lessons learned in forming the data team COP, the ABOUT STUDENTS Consortium plans to use this information to guide the creation and implementation of COPs associated with the other goals.

### Retention Strategies

As part of the Consortium’s Goal 3: to increase student success by clarifying pathways, expanding opportunities, and supporting students in achieving goals. The Leadership Team identified multiple potential strategies that will increase retention rates. The Leadership Team decided that members should be able to select from the menu of possible retention efforts as described in the Logic Model, rather than adopt one or two approaches consortium-

wide. This allows members to maintain a degree of autonomy while still serving the overall consortium in trying out the strategies they select and sharing the impact on a common metric of improving their retention rates.

### **Member-Specific Piloting**

Throughout the 3-Year planning process, a vast number of ideas were considered though only those reflected in the Logic Model were ultimately selected as current priorities for the consortium as a whole. Several consortium members have noted plans to explore and pilot activities parallel to the consortium's 3-Year Plan. Some ideas that members have expressed interest in include: conducting a student survey, hiring a job developer, forming an outreach team, developing blended/hybrid and contextualized classes, forming workgroups with representatives from the colleges, and individual education plans for all students. As these ideas are explored and implemented, members will share their experiences with the goal that lessons learned will be of benefit to the consortium as whole.