

# 35 Southwest Riverside Adult Education

## Plans & Goals

### Executive Summary

The Consortium implementation of services during the 2019-2022 program years was based on regional assessment, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose priority areas to address the most significant gaps in program area offerings to adult students. In the last three years, SRCAEC has been committed to expanding its programs to prepare adults to acquire the skills necessary to prepare for college, career, and the workforce. All members have strengthened core academic skills through contextual learning, integrating career pathways framework into the curriculum, and providing flexible and equitable offerings. Members have increased students' support services (child care, electronic devices, online tutoring, and HSE vouchers) to reduce barriers to participation and support the acceleration of completion and advancement to higher levels of education and employment.

Another priority for SRCAEC was to expand the offerings of CTE courses across the region. The community college has been a vital member and partner that has facilitated the implementation of sustainable career pathways in Child Development, Construction, and Culinary. In addition, counselor specialists were hired to assist each Adult school in transitioning students from academic programs (HSD, HSE, ESL) to regional CTE offerings and college and workforce pathways. The region will work together to continue implementing a Consortium-wide professional development calendar, strengthen the role of our transitional counselors and build additional relationships with more community partners to better leverage existing resources.

For the 2023-2023 period, SRCAEC will primarily address gaps in services and seamless transitions as demonstrated in the selected Metrics of the 2022-2025 Three-Year Plan. Additionally, the Consortium will focus on the following goals:

Increase in enrollment across programs, educational attainment, and improved support services. Enrollment recovery through increased outreach and marketing. The consortium will increase its capacity to effectively market its programs and conduct targeted outreach directed at communities that could benefit from its services.

Increase our level of student persistence and completion rates by aligning the intake processes and student support/transitions services

ongoing analysis of LMI data and alignment with the Riverside WDB to expand consortium-wide career pathways in targeted industries for our region.

Improve the consortium's capacity to be a data-informed consortium through the monthly Data Team meetings to ensure consistent understanding and collection of CAEP data elements.

The Steering Committee will continue its practice of holding monthly Data Study Sessions where members review and analyze student data, fiscal data, and Annual Plan progress indicators.

### Regional Planning Overview

To address the educational needs of the Southwest Riverside Consortium region, the member districts will focus on enrollment recovery, educational attainment, and improved support services.

Enrollment recovery through increased outreach and marketing. The consortium will increase its capacity to effectively market its programs and conduct targeted outreach directed at communities that could benefit from its services. SRCAEC's partner network of community-based organizations will be instrumental in messaging the consortium's programs and services to populations that may be hard to reach through traditional communication channels. The SRCAEC Website will be updated to reflect the most recent program information and will be advertised more widely within the consortium and the community at large.

All members will implement an efficient orientation process which will include activities focused on the identification and documentation of student barriers, goal setting, program pathway, and transitional opportunities in order to address our enrollment and retention rates.

District members will annually assess CTE offerings using the most current LMI data for the region to inform the CTE program offerings.

Collaborate with the Workforce Development partners to establish transitional opportunities within our CTE pathways.

Improve the tracking of student transitions to postsecondary and the workforce.

Engage in quarterly reviews of student data from TOPs.

Improve the consortium's capacity to be a data-informed consortium through the monthly Data Team meetings to ensure consistent understanding and collection of CAEP data elements.

The Steering Committee will continue its practice of holding monthly Data Study Sessions where members review and analyze student data, fiscal data, and Annual Plan progress indicators.

Consortium leadership will also continue to monitor CAEP data and accountability guidance, keep members informed of data submission deadlines and provide technical assistance to members as needed.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Using the 2021 CAE Fact Sheets, the data reported by the American Community Survey 2020 for our Regional Consortium indicates that:

- The overall adult population of the area is roughly 634,000, with a breakdown of 51% female and 49% male.
- Hispanic residents make up 40% of the residents, with 41% white, 6% African American, 7% Asian, and the remainder comprising American Indian and Pacific Islander.
- 16% percent of the population speak English "less than well," and 27% are Spanish speakers.
- 23% of the population has below high school level education (105,000 people).
- The current unemployment rate is 6%, representing 35,000 residents, with 40% opting out of the labor force.
- The poverty rate shows 114,000 people near or below the poverty line.
- There are approximately 96,000 adults with disabilities in the service area.

As a consortium, we have been very successful at building and sustaining a very strong offering of High School/ High School Equivalency (HSE) and ESL courses throughout our entire region. We have systems in place that foster smooth access of students to all of our programs. Through orientations, flexible scheduling, hybrid modalities, and progress monitoring, each member of our consortium ensures that students advance in their educational and transitional goals. All members used the standardized CASAS assessment to measure progress within our programs. All consortium members offered ABE and ASE programs. In addition, six members offer a solid ESL program that transitions students through the state-approved functional levels (Beginning to Advanced). Our Community College provides ESL classes in the areas that members are not able to offer the program.

Over the last three years, career and workforce training courses have expanded throughout our Consortium. Seven of our ten consortium members are currently offering short-CTE programs. This program area is a primary area of need to continue to grow and formalize into pathways.

#### How do you know? What resources did you use to identify these gaps?

All our Consortium members were involved in the evaluation of the Consortium's effectiveness and as well as the assessment of the region's needs, programs, and services. Guidance was provided by the CAPE office in the form of webinars, training, and reports that assisted with strategic planning.

Surveys were used to gather input from students, teachers, support staff, and counselors in regards to the same 5 areas addressed in the CAEP assessment tool.

Virtual Focus groups were conducted to validate the collected survey data and consolidate areas of need and gaps in our region.

A community meeting was held to present demographic data gathered from the CAEP 2020 Factsheet. In addition, a consultant from the Riverside Workforce Development presented LMI data that helped us identify industry trends and inform educational program offerings.

Using the partnership with the Riverside Workforce Development Board, focus meetings were conducted to evaluate unemployment levels, Post-Covid employment recovery, and top industries and employers in the Southwest Riverside region. The following key points were concluded from the workgroup meetings:

- Partners recognize that they must work together to maximize the supportive services available. Co-enrollments are utilized to leverage resources and provide services that meet the needs of their mutual customers and job seekers.
- As of March 2022, the unemployment rate in Riverside County was 4.3% (49,600 of 1,165,800 in the labor force) compared to 8.5 percent in March 2021.
- The pandemic significantly impacted the labor market and how work is done. Aligned with RWDB, action steps addressing current region needs include: (1) The need to expand access to childcare, (2) target displaced workers for upskilling, (3) expand access to technology and related skills, and (4) the need to increase career pathways in top growth industries.
- Industries were not impacted equally by the pandemic in our region. While the Transportation and Logistics sectors gained jobs during that period, the Accommodation and Food Services industry suffered the most, accounting for almost 48% of all jobs lost. Retail Trade also lost over 13,000 jobs during that same period. There is a need to support these industries with skilled employees by increasing educational offerings with contextualized courses that improve the transition of adult students to these industries.
- The need to leverage resources with the region WIOA partners to create sustainable career pathways in the industries identified by the RWDB as growth sectors in Riverside County:

Construction ---- 13.1%

Transportation and Warehousing --- 14.5%

Healthcare and Social Assistance --- 16%

Manufacturing ---2.3%

Retail Trade --- 12%

Leisure and Hospitality --- 12.1%

Growth Projections 2018-2028-source: EDD-<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>)

#### **How will you measure effectiveness / progress towards meeting this need?**

To address the effectiveness of its services, the Southwest Riverside Consortium will improve its serving capacity through the following strategies:

- We will continue year one and year two efforts to achieve consistent data collection, reporting, and analysis across SBCAE members, with an eye toward monitoring our enrollment and participation targets data for the next 3 years.
- Improve the consortium's capacity to be a data-informed consortium through the monthly Data Team meetings to ensure consistent understanding and collection of CAEP data elements.
- the Southwest Riverside Consortium will focus on transitional services and the improvement of pathways in the growth industries of our region.
- District members will annually assess CTE offerings using the most current LMI data for the region to inform the CTE program offerings.
- Develop consortium-wide CTE program maps that support program alignments and student transitions.
- Strengthen embedded counseling services throughout our region.
- Collaborate with the Workforce Development partners to establish transitional opportunities within our CTE pathways.
- Improve the tracking of student transitions to postsecondary and the workforce.

## **Address Educational Needs**

## 2022-23 Strategies

### Strategy Name

Enrollment Recovery

### Activity that Applies to this Strategy

Improve Outreach and Marketing

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Increase social media visibility per agency
- Hire a permanent Web Manager to improve and maintain our consortium website
- Leveraging K12 assets - parent centers, community activities- put info out about adult programs
- Leveraging Public Info Offices of districts - info about programs about schools
- Launch a marketing campaign to increase visibility of our programs throughout the region.
- Increase outreach of non-grads and drops through targeted marketing
- Utilize ASAP's messaging system on a quarterly basis to support outreach efforts

### Strategy Name

Improved and aligned intake process within our region

### Activity that Applies to this Strategy

Improve Intake Process

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

All consortium district members will establish an effective intake process by improving orientation and goal-setting practices in order to address our recovery enrollment and retention rates. All consortium district members will consistently identify barriers to participation and employment (childcare, transportation, digital access, etc). District members will tailor orientation activities to support the educational needs of adults in their subregion. Orientation will provide students with a roadmap toward the attainment of their goals.

- Ensure every agency has a customized registration that captures the mandatory fields plus any valued information for the agency such as technology needs. Ensure registration captures primary, secondary goal, and barriers to employment.
- All students will attend an initial orientation to become informed of support and career planning services (including specific counseling services).
- Discuss alignment of placement guidelines across our programs.

## Improve Integration of Services & Transitions

## 2022-23 Strategies

### Strategy Name

Evaluate regional LMI data to identify gaps in CTE programming

### Activity that Applies to this Strategy

Improvement of CTE pathways in SRCAERC

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

- Analyze LMI data by subregions in order to identify relevant industries for our region
- Evaluate CTE programs currently offered to ensure they are meeting current regional needs
- Identify emerging CTE pathways for implementation throughout our region
- Create program maps

## Improve Effectiveness of Services

### 2022-23 Strategies

#### Strategy Name

PD plan to increase data collection practices

#### Activity that Applies to this Strategy

Improvement of Data Collection and Analysis

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

The activity will be supported by ongoing professional development that is responsive to the needs of the region and staff and contributes to the development of a consistent understanding of Adult Education funding, services, and delivery within the guidelines of CAEP. (More details - monthly meetings, for example - admin reading reports)

- Build capacity at administrative level of the analysis of CAEP data to identify data trends at consortium monthly meetings
- Quarterly analysis of data (CAEP tables)
- Provide targeted PD for support staff and faculty

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.**

SRCAERC's Annual Plan will be aligned with the current Three-Year Regional Plan for Adult Education, while also being responsive to current community needs and conditions. The Annual Plan will be approved by the SRCAE Steering Committee in a formal public governance meeting. Steering Committee members are responsible and accountable to align their CAEP allocations with the objectives in the Annual and Three-Year Plan through the budget submission and approval process in NOVA.

Furthermore, all funded members will provide regular updates on expenditures, and their alignment with the Annual and Three Year Plan, at public Steering Committee meetings.

All funded Members are responsible and accountable for aligning their CAEP allocations with the 2022-2023 annual goals of addressing educational needs through strategies targeting enrollment recovery and an increase in educational attainment. Another focus will be the alignment of funds to build members' capacity in data management, and analysis of LMI data to support new CTEs in our region. Each member has carefully reviewed their allocations to cover instructional and classified support, materials, and operational services that contribute to improved effectiveness of services.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

We are confident our current established practices, designed to foster transparency and accountability among members, can facilitate the right conversations about using carry-over funds appropriately, in alignment with the 22-23 Annual Plan. We anticipate carry-over funds to be used in innovative ways to enhance services, with a particular focus on enrollment recovery, educational attainment, a marketing campaign to increase our visibility in the region, support professional development events, and our annual community forum. Our steering committee members will review quarterly how members' CAEP funds have been used, and how those uses effectively align to the consortium's Three Year and Annual Plans.

Another approach that supports transparent fiscal accountability is during our monthly public governance meetings, where our fiscal lead will show where carry-over funds exist, and discussions will be open on how they should be used.

## Certification

### Banning Unified - Member Representative

#### Victor Herrera

Chief Business Officer

[vherrera@banning.k12.ca.us](mailto:vherrera@banning.k12.ca.us)

(951) 663-9109

#### Melissa Lee

[mlee@banning.k12.ca.us](mailto:mlee@banning.k12.ca.us)

(951) 922-0250 ext: 260001

#### Eddie Ramos

Director of Fiscal Services

[eramos@banning.k12.ca.us](mailto:eramos@banning.k12.ca.us)

(951) 692-6093

#### Ana Orozco

Tech III

acorozco@banning.k12.ca.us  
(951) 922-0200

Approved by Melissa Lee

09/13/2022 01:14 PM PDT

**Beaumont Unified - Member Representative**

**Debbie Flores**  
Assistant Director of Fiscal Services  
dflores@beaumontusd.k12.ca.us  
(951) 797-5362

**Anthony Coronado**  
Principal  
acoronado@beaumontusd.k12.ca.us  
(951) 845-6012

Approved by Anthony Coronado

09/13/2022 01:03 PM PDT

**Hemet Unified - Member Representative**

**Erica Jennings**  
Accountant  
ejennings@hemetusd.org  
(951) 765-5100 ext: 5717

**Matthew Centofranchi**  
Principal  
mcentofranchi@hemetusd.org  
(951) 765-5182 ext: 200

**Blair Bradley**  
Assistant Principal  
bbradley@hemetusd.org  
(951) 765-5190

Approved by Matthew Centofranchi

09/13/2022 12:50 PM PDT

**Lake Elsinore Unified - Member Representative**

**Nohora Vazquez**

Principal/Co-Director of Southwest Adult Ed Consortium

[nohora.vazquez@leusd.k12.ca.us](mailto:nohora.vazquez@leusd.k12.ca.us)

(951) 742-0549

**Deysi Perez**

Sr. Accountant

[deysi.perez@leusd.k12.ca.us](mailto:deysi.perez@leusd.k12.ca.us)

(951) 253-7000 ext: 7094

**Patrick McGee**

Interim Director - Fiscal Support Services

[patrick.mcgee@leusd.k12.ca.us](mailto:patrick.mcgee@leusd.k12.ca.us)

(951) 253-7019

Approved by Patrick McGee

09/13/2022 12:54 PM PDT

**Mt. San Jacinto CCD - Member Representative**

**Joyce Johnson**

Dean, Career Technical Education

[jajohnso@msjc.edu](mailto:jajohnso@msjc.edu)

(951) 639-5350

**Riana Leach**

Financial and Technical Analyst

[rseto@msjc.edu](mailto:rseto@msjc.edu)

(951) 346-2581

**Gail Jensen**

Dean of Administrative Services/Controller

[gjensen@msjc.edu](mailto:gjensen@msjc.edu)

(951) 487-3023

**Tatyana Dmitriyeva**

Accountant

[tdmitriyeva@msjc.edu](mailto:tdmitriyeva@msjc.edu)

(951) 465-8251

**Jasmine Port**

Interim Director of Adult Ed and Non-Credit Programs

[jport@msjc.edu](mailto:jport@msjc.edu)

(951) 487-3707

**Lisette Rose**

Accountant

[lrose@msjc.edu](mailto:lrose@msjc.edu)

(951) 487-3048

Approved by Jasmine Port



09/13/2022 12:45 PM PDT

**Murrieta Valley Unified - Member Representative**

**Matt Bean**

Principal  
mbean@murrieta.k12.ca.us  
(951) 696-1409 ext: 5199

**Steve Rausa**

Assistant Principal  
srausa@murrieta.k12.ca.us  
(951) 696-1409 ext: 5098

**Jolie Lindemeyer**

Accountant/Budget Analyst  
jlindemeyer@murrieta.k12.ca.us  
(951) 696-1600 ext: 1073

Approved by Steve Rausa

09/13/2022 02:29 PM PDT

**Perris Union High - Member Representative**

**Lee Alfred**

lee.alfred@puhsd.org

**Nancy Ulloa**

Accounting Technician  
nancy.ulloa2@puhsd.org  
(951) 943-6369 ext: 80215

**Pauline Garcia**

Principal  
pauline.garcia@puhsd.org  
(951) 591-1557

Approved by Nancy Ulloa

09/13/2022 12:43 PM PDT

**Riverside Co. Office of Education - Member Representative**

**Julie Carter**

Financial Manager  
jcarter@rcoe.us

(951) 826-6453  
**Lucie Gonzalez**  
Principal  
lmgonzalez@rcoe.us  
(951) 922-7362

Approved by Ms. Lucie Gonzalez

09/13/2022 12:56 PM PDT

**San Jacinto Unified - Member Representative**

**Ken Swanson**  
kswanson@sanjacinto.k12.ca.us  
(951) 487-7710

**Brittany Ross**  
Accounting Technician  
bross@sanjacinto.k12.ca.us  
(951) 929-7700 ext: 4240

Approved by Ken Swanson

09/13/2022 12:44 PM PDT

**Temecula Valley Unified - Member Representative**

**Tim Dignan**  
Director of CTE and Alternative education  
tdignan@tvusd.us

**TVUSD TVUSD**  
Accountant  
asaha@tvusd.us  
(951) 506-7993

Approved by Tim Dignan

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