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Section 1: Consortium Information

Santa Clarita Valley Adult Education Consortium (55)

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

College of the Canyons and the William S. Hart Union High School District (Hart District) have established collaborative efforts for over 45 years. As the only community college and high school district in the service area, the districts work collaboratively to achieve AB104 outcomes. Our intent is to continue to develop strategies to enhance equity, access, and comprehensive adult education to the Santa Clarita Valley Region while improving and expanding upon adult education programs and partnerships.

According to the California Adult Education Program (CAEP) 2019 Fact Sheet for the Santa Clarita Valley Adult Education Consortium, or GatewaySCV, roughly 12 percent of adult residents in our valley have less than a high school diploma, and 13 percent (27,266) adults have limited English proficiency. In addition, nearly 10,000 adults in the valley are fully unemployed, and a much larger number are underemployed. This all speaks to a substantive demand for our two agencies to collaborate and align in the most efficient manner possible to quickly yet strategically launch new opportunities and expand upon existing adult education programs to a larger number of residents in the valley.

This three-year plan focuses squarely on alignment and partnership in order to more efficiently reach our potential student population. In the previous years of our consortium work, much of the attention was paid to improvement of our existing programs. In this plan document, we identify the service gaps that still exist and construct a strategy for better collaboration and minimization barriers for our students. Through these efforts and more intentional planning as a consortium, we seek to strengthen the identity of the consortium to build awareness of services within the Santa Clarita Valley and to aid students in accessing educational opportunity and career mobility regardless of which member institution they attend.

2.2 Pre-Planning Assessment

Several of our consortium leaders participated in the CAEP Pre-planning Self-assessment in order to better identify key gaps that exist in our services. In addition, we engaged in a line-by-line discussion of the survey and its results during our planning retreat in May 2019.

Stemming from the Pre-Planning Assessment and subsequent planning discussion, the following items emerged as “strong need for improvement” for at least half of respondents:

- Professional development provides opportunities for faculty and staff to turn new knowledge into practice.
- Programs conduct continuous improvement planning that is in conjunction with all regional adult education stakeholders.
- Consortium maintains effective collaborative processes for planning, implementation and accountability.
- Consortium agencies have resources that promote adult learning and provide high levels of access to communities of need.
- Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas.
- Agencies have aligned and articulated programs.
- Agencies provide coordinated, ongoing, consistent student support.
- Consortia and members use multiple measures to inform placement, education and career planning, classroom instruction, and continuous improvement activities.

These assessment results will help define necessary outcomes of the consortium 3-year plan. They have been integrated later in the document in the logic model table (Figure 1).

We then identified key regional service provider partners and funding sources. The regional service provider partners (including potential partners) are summarized in Table 1, and provide a basis for local providers we want to invite to participate more actively in our consortium efforts. Table 2 provides a breakdown of key sources of funding that can benefit our adult education programs, and will give us a foundation for conversations in the coming years about how to further augment our funding to continue to improve our academic programs and student support.

Finally, we revised GatewaySCV’s Mission and Vision Statements to serve as fresh guiding principles that provide context and connection to the seven CAEP program areas as well as their outcomes. The newly minted statements, approved at our April 2019 governing board meeting, read as follows:

Mission: The Santa Clarita Valley Adult Education Consortium (GatewaySCV) establishes ongoing learning opportunities by facilitating basic skills, educational, career preparation, support, and training programs for adult learners.

Vision: GatewaySCV supports a comprehensive regional program for adult learners by fostering partnerships, streamlining pathways, and by creating support programs and courses to accelerate students toward their educational and career goals.

Consortium members were also asked to identify any additional perceived gaps in service that need to be better addressed by the consortium. These hypothesized gaps are best summarized as follows:

- Lack of pathways for students.
- Comprehensive student support and counseling.
- Data sharing and accountability.
- Professional development for staff and faculty.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
College of the Canyons	College	26455 Rockwell Cyn Road, Santa Clarita, CA 91355	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Offers variety of credit/noncredit courses leading to CTE certificates and degrees.
Golden Oak Adult School	K-12	23201 Dabley Dr. Santa Clarita, CA 91355	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Offers instruction for ABE/ASE leading to high school diploma, ESL certificates, and career exploration
AJCC/Goodwill Industries	Worksource	20730 Soledad, Cyn Country, CA 91351	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job and training resource center
Dept. Of Rehabilitation	Students with Disabilities	23838 Valencia Blvd. #303, Santa Clarita, CA 91355	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Services for adults with disabilities

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
State / Federal Funding			
AEP	\$1,280,105	\$1,280,105	\$1,280,105
CalWORKs	\$13,107	\$13,107	\$13,107
CCD Apportionment <i>(note: apportionment dollars go to district general fund, and are not applied to noncredit programs at the college)</i>	\$911,264	\$911,264	\$911,264
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$251,961	\$100,784	\$176,373
Perkins V	\$0	\$0	\$0
WIOA II	\$119,439	\$119,439	\$119,439
Other			
Fee-based Programs	\$8,600	\$8,600	\$8,600
Contributions	\$0	\$0	\$0
CCR/CTE Tuition	\$85,440	\$85,440	\$85,440
Total	\$2,669,916	\$2,518,739	\$2,594,328

2.3 Community Need and Customers

Given the results of our pre-planning efforts, our consortium management team formed a data subgroup charged with the task of examining the data for evidence of potential gaps in service, as well as any additional gaps that may emerge. The following sources of data were considered for this investigation:

- (2019) CAEP Fact Sheet for the Santa Clarita Valley Adult Education Consortium:Regional data. 2012-2016 US Census (GatewaySCV)
- (2019) CAEP fact sheet for the santa clarita valley adult education consortium: Labor market outlook. 2012-2016 US Census (GatewaySCV)
- (2019) Santa Clarita Valley Economic Outlook. College of the Canyons Fact Book. (2017)
- (2019) College of the Canyons Economic and real estate outlook (fact book), 2017-2018
- (2018) Santa Clarita Valley Demographics Profile. Claritas 2018, Chancellor’s office referential files
- (2019) William S. Hart Union High School District.. 2018. California Department of Education
- (2019) CAEP: Selected Social Characteristics: Santa Clarita Valley. U.S. Census Data (2012-2016)
- (2019) Santa clarita valley demographic information. Chancellor’s Office Referential Files. (2018)

From a study of these data, the hypothesized gaps did indeed emerge as areas for the consortium to address. In addition, discussion during management team, consortium governing board meetings, and a consortium retreat, yielded the agreement that our partnership seeks to improve on collaborative planning and strategy for budget development and elimination of competition between members. We utilized the self-assessment tool as a guide to map out gaps in service that emerged from either the assessment results or from the data.

As a result of both the data analysis and leadership conversations, and in alignment with the self-assessment tool, consortium members identified the following needs to address:

1. Common data information and accountability processes to accomplish current and future goals
2. Comprehensive and inclusive planning and strategy for budget development and, to the extent possible, eliminate unnecessary services and competition, fostering genuine partnership between members and partners
3. Professional development provides opportunities for faculty and staff to turn new knowledge into practice
4. Consortium members have staffing and facilities resources that promote adult learning and provide high levels of access to communities of need
5. Consortium members collaboratively engage prospective students from communities of high need to provide services in aligned program areas
6. Consortium members have aligned and articulated programs and pathways, knowledgeable counselors and/or advisors, and a referral system to direct students between consortium members
7. Consortium members have consistency and uniformity in assessment, placement, and individual learning plans
8. Consortium members provide coordinated, ongoing, consistent student support and transition services, incorporating members and partners

Additionally, the data subgroup identified four groups of target populations that GatewaySCV may seek out in order to close these gaps:

- Those over 18 years of age with an educational attainment level below high school diploma

- Socioeconomically disadvantaged Santa Clarita residents
- English Language Learners
- Unemployed or underemployed individuals, or those seeking career changes or upskilling

Finally, in order to ensure that we engage in continuous improvement planning that is in conjunction with all regional adult education stakeholders, we will be holding a community advisory meeting to help solidify the annual planning in alignment with this 3-year plan.

2.4 Identifying Goals and Strategies

Based on the consortium needs identified in Section 2.3, we define our consortium service gaps as follows. Each gap is aligned with one of the categories specified in the self-assessment tool (CAPACITY, CONNECTION, ENTRY, PROGRESS, and COMPLETION/TRANSITION):

1. Lack of a common data information and accountability processes to accomplish current and future goals (CAPACITY).
2. Insufficient planning and strategy for budget development, as well as duplicate and competing services, both of which result in limited collaboration (CAPACITY).
3. Infrequency of professional development curtails opportunities for faculty and staff to turn new knowledge into practice (CAPACITY).
4. Scarcity of staffing and facilities resources can inhibit adult learning and limit sufficient levels of access to communities of need (CAPACITY).
5. Limited engagement of prospective students from communities of high need to provide services in aligned program areas (CONNECTION).
6. Lack of aligned and articulated programs and pathways, sufficient number of knowledgeable counselors and/or advisors, and a referral system to direct students between consortium members (PROGRESS).
7. Unaligned and incongruous assessment, placement, and individual learning plans (ENTRY).
8. Inadequate and inconsistent student support and transition services that do not sufficiently incorporate members and partners (ENTRY; PROGRESS; COMPLETION/TRANSITION).

These gaps create the inputs for the logic model (Figure 1). The logic model provides a framework with which our consortium leadership can define actionable objectives and activities leading to measurable outcomes that truly benefit the student population.

Figure 1. Logic Model

Goal Statement: Our goal is to utilize the identified service gaps to create specific consortium activities that will produce measurable outcomes to benefit adult learners in the Santa Clarita Valley.

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

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>We will need the following inputs/resources:</p> <p>Advisors/counselors, pathways expert(s), audit of support processes, increased funding, dedicated ongoing planning time, common terminology, training materials, trainers, PD time</p>	<ol style="list-style-type: none"> 1. Investigate the option of utilizing a shared data and registration system. 2. Investigate common multiple measures as approaches to assessment. 3. Conduct collaborative curriculum alignment. 4. Design and implement effective processes for communicating new and existing academic programs. 5. Facilitate regular budget and facilities planning meetings. 6. Engage in collaborative staff development for office staff, including site visits. 7. Implement and integrate professional development opportunities for faculty advisement/mentorship of students, andragogy, and discipline specific topics. 8. Conduct annual review of staffing resources. 9. Conduct annual review of bylaws. 10. Develop a joint recruitment plan targeting communities of need based on relevant data. 11. Design and implement a referral system. 12. Design student-facing program and pathway maps. 13. Coordinate educational plans consortium-wide. 14. Engage in joint regular meetings with consortium partners. 	<ol style="list-style-type: none"> A. Matrix of potential shared data/registration system platforms and evaluation results (1). B. Recommendations for multiple measures assessment implementation (2). C. Consortium-aligned curricula for overlapping programs (3). D. Internal and external communications plan (4). E. Meeting agendas and minutes for budget and facilities planning meetings (5). F. Evidence of staff participation in collaborative staff development opportunities and site visits (6). G. Shared professional development calendar, including opportunities facilitated by consortium faculty and staff (7). H. Annual plan that integrates review of staffing and bylaws (8, 9). I. Current, up-to-date collection of consortium data (10). J. Data-informed recruitment plan (10). K. Operational referral system (11). L. Consortium-wide pathways map (12). M. Joint educational plan template (13). N. Meeting agendas and minutes for partner collaboration sessions (14). 	<ul style="list-style-type: none"> • Decision on whether or not to move to an agreed-upon shared data/registration system (A). • Effective communication between consortium members, partners, and the community (D, E, H, N). • Embracing of a data-driven culture of planning and development (I, J). 	<ul style="list-style-type: none"> • Successful deployment of multiple measures strategy to placement and progress assessment, as allowed by CAEP (B). • Highly-active participation in professional development among faculty and staff (F, G). • Efficient and student-friendly recommendation and referral process within consortium (K). • Students have a clear understanding of the pathway for their goal attainment (L). 	<ul style="list-style-type: none"> • Usage of common curricula consortium-wide (C). • All students entering the consortium will engage in equivalent educational planning (M).
Assumptions			External Factors		
Community need; desire to assist students; data group findings; closing of identified gaps; motivation to collaborate; community partnerships			Budgets (state and local); staffing; member institution processes; faculty hiring and minimum qualifications; curricular needs; differing student populations; member coordination; facilities.		

Table 3. Progress Indicators

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

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

1. By June 2022, conduct at least 3 consortium partner engagement meetings.
2. By December 2020, develop and implement a consortium-wide internal and external communications plan.
3. By June 2022, double the number of participants attending consortium-sponsored professional development opportunities as compared to 2018-2019.
4. By June 2020, conduct one formal analysis of consortium staffing and one formal evaluation of consortium budget to be used as inputs for the annual plan.

2.5 Piloting and Implementation

In order to achieve the outcomes delineated in the logic model and to meet the criteria established in the progress indicators, we need to identify key implementation strategies that will serve as an action plan for our work. Piloting and implementation will be driven by the tenets of human-centered design in tandem with structural and data-driven “context, input, process, and product”, or CIPP, models. Human-centered design practices will incorporate responses to the field, a focus on student-centered processes, immersion in contexts, analogous inspiration, and insight leading to prototypes. Further, we will include experts in the field of education, verification of consortia assumptions, and a shift in mindsets leading to ideation and inspiration. Process and data support will be derived from the CIPP models which will afford the consortium methodology to establish support policies, budgeting and allocation strategies, and primary functions of members as well as a mechanism for measuring program efficacy and value.

These methods of practice will be utilized to develop and implementation design. From that design, a pilot implementation will be established with specific guidelines specified in the design. Data will be collected from the pilot phase that can inform changes to the design, and the newly-changed design will then be rolled out into a full implementation. Table 4 below provides approximate timeframes for each of the phases of piloting and implementation.

Table 4. Piloting and Implementation Timetable

Outcome time frame	Implementation design due	Piloting and data collection due	Full implementation due
Immediate (short-term; 1 year)	December 31, 2019	March 31, 2020	December 31, 2020
Intermediate (1-3 year)	June 30, 2020	June 30, 2021	June 30, 2022
Long-term (3-5 year)	June 30, 2022	N/A	N/A

The progress with implementation of new changes for our consortium will be tracked with the development of our annual plans. Further, once it is time to develop a new three-year plan, we will be informed by the outcomes of the implementation of these efforts, which can then shape construction of future plans.