

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 16, 2021, 04:45 PM UTC Fatinah Judeh

# 43 Rancho Santiago Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The Rancho Santiago Adult Education Consortium's (RSAEC) implementation plan for the 2021-22 year is to continue with the goals set forth in the CAEP 3-Year Plan and to incorporate new strategic ways to adapt and serve students during the return to in-person learning post COVID-19 closure. In light of the movement to increase awareness and rectify social injustices within the community, RSAEC is committed to the values of respect, inclusivity, and empathy toward individuals of every culture, race, ethnicity, and background. RSAEC's planned allocations align with both the CAEP 3-year plan, which was submitted in June 2019, and the new directive from the Chancellor's Office. RSAEC's vision for 2021-22 is to increase support services to adult learners within RSAEC in order to provide uninterrupted services and course offerings during this time of uncertainty. At its foundation, RSAEC is dedicated to the five primary goals set forth in the CAEP 3-year plan. These goals include: increasing capacity to maximize student completion rates, increasing integrated education opportunities for students in basic skills and career education, increasing access to students by offering flexible learning options such as online or hybrid courses, increasing career education opportunities for students at Garden Grove Adult Education (GGAE), and increasing educational opportunities in healthcare pathways. To accomplish these goals, the consortium will work collaboratively with its members, partners and local business to leverage time and resources in order to provide access to education and career opportunities. RSAEC's 2020-21 accomplishments include: Santiago Canyon College School of Continuing Education (SCC-SCE) offered 180 asynchronous noncredit online and 67 synchronous online course sections in the CAEP program areas of short-term Career Education (CE), Adult Secondary Education (ASE), English as a Second Language (ESL) and Adults with Disabilities (AWD). This is an increase from eight course sections in 2018-19 and 73 sections in 2019-20 to 247 sections offered in 2020-21 as well as an increase in student enrollment from 215 and 1,703 in 2018-19 and 2019-20, respectively to 3,081 students in 2020-21. Santa Ana College School of Continuing Education (SAC-SCE) offered 56 asynchronous noncredit online and 232 synchronous online course sections. This shows an increase from four online course offerings in 2019-20 as well as an increase in student enrollment from 173 in 2019-20 to 7,084 students in 2020-21. In 2020-21 GGAE offered a total of 43 sections of online classes and served close to 1200 students. Courses offered online included ABE, HSD, GED/HiSET, CTE, and five levels of ESL. OUSD offered adult education classes online through the APEX platform and offered online testing and support through Google Meet. Having this structure in place was significantly beneficial with assisting students with the transition to remote learning when COVID-19 struck. Moving forward, the benefits to offering online courses remain with the majority of students asking for online alternatives. As students return to campus, all RSAEC districts have implemented safety measures that will continue as needed to ensure the safety of all students and staff. SAC-SCE implemented additional noncredit career education courses on GGAE's campus. This leveraging of resources allows GGAE ESL students access to free career education courses and enables them to get career-ready while simultaneously acquiring second language skills. At all ESL member schools, contextualized learning strategies were put in place to offer courses in both integrated workforce skills and career education, which were geared toward ESL learners. This opportunity provided an accelerated pathway for ESL students to gain employability and technical skills while improving English language literacy. In the area of transitioning, both SCC-SCE and SAC-SCE offered noncredit math support courses to allow students time and support to gain skills needed for transfer-level courses. To increase access, all materials have been made available on CANVAS, a learning management system (LMS), with free Online Educational Resource (OER) materials. SAC-SCE and GGAE collaborated to transition GGAE's fee-based automotive program to noncredit with the intention that SAC-SCE will offer automotive courses on GGAE's campus tuition-free. This program will also allow SAC credit automotive courses to be offered on GGAE's campus creating a seamless transition from noncredit to credit. Healthcare Pathways was another area where RSAEC has experienced growth and success. SAC-SCE developed a CNA program that has been approved by the California Department of Public Health (CDPH), and has begun offering classes to students. SCC-SCE's healthcare programs continued after a hiatus due to COVID. With special permission to offer clinical rotations in the classroom, 52 students obtained their CNA licenses.

### Regional Planning Overview

RSAEC is continuously looking towards the future to see how we can best serve the region's students. Over the past year, the members of the consortium worked diligently to implement the strategies in the 3-year plan while following the guidelines set

by the state. The consortium's implementation plan will focus specifically on the areas that are among RSAEC's top priorities. In addition to the five goals mentioned in the Executive Summary, these priorities also include creating curriculum for career training programs that promote student access to high-growth and high-wage job opportunities and continuing to gather data-driven best practices. Consortium-wide professional development will also continue to be a top priority. As the new plans and strategies are implemented, instructors and staff will need to stay informed and educated so that the consortium goals can be delivered to the students. As RSAEC moves forward with the implementation of its goals, the approaches highlighted in the 3-year plan will be part of the consortium's overall plan to reach the outcomes set forth in the progress indicators. These approaches include utilizing the following tools: Logic Models, the Human Centered Design Approach, Vision for Success, and Guided Pathways (for more information on the specific tools, refer to RSAEC's 3-year plan). With the experience and knowledge that the consortium has acquired over the past five years, RSAEC is much better prepared to make data-informed decisions. By having the support of both a dedicated RSAEC researcher and programmer, the consortium will be able to gather and analyze data to measure the effectiveness of the activities indicated in the 3-year plan as well as be able to track the progress of strategies much more efficiently. It is clear that data is an important factor set to drive student outcomes within the five goals stated in the consortium's logic models. RSAEC has set forth clear outcomes with the ability to collect the evidence needed. By the end of the implementation stage, RSAEC is expecting to have clear metrics that will assist us in moving forward to take the next steps in creating new and innovative programs and services for the students in the RSAEC community.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

There is an ongoing gap in the marketing of CAEP programs to inform potential adult learners throughout Orange County of current CAEP programs and services within the region as well as the different class modalities. As sites return to in-person learning, students need to be made aware of the different types of learning options. This gap includes the need to work collaboratively with all RSAEC members and partners to develop strategic ways to inform students of available programs and resources as well as a need to market the CAEP programs in a way that reaches the targeted population. Additionally, it is important to collaborate with the Strong Workforce Program, other statewide initiatives and other CAEP consortia to ensure that we are not duplicating efforts in this area.

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

Every three years the Research Department at the Rancho Santiago Community College District (RSCCD) conducts a review of the RSAEC community needs and service gaps to inform the strategic plan for improving accessibility and effectiveness of our course offerings and support services to our community members. Using census data, the research shows that although we are serving over 23,000 adult learners in our region, there is still a large percentage of unmet need. The following data is for the 2020-2021 academic year and represents unduplicated headcount by program area. In the area of ESL, RSAEC served 10,806 students with an unmet need of 95%\* based on the population of 5-years and older who do not speak English well. \*Please note that this is a new baseline due to the change in Census platform. The Census migrated from collected household data to individual population data (Source: U.S. Census Bureau 2019 5-year estimate of the American Community Survey). In the area of Adult Basic Education, RSAEC served 1,790 students with an unmet need of 98% based on the number of adults 25 and above with less than a 9th grade education. In the area of Adult Secondary Education, including High School Equivalency, RSAEC served 9,258 students with an unmet need of 83 %\* based on adults 25 years and over with no diploma or GED. Please note that that this is a new baseline. In 17-18, the data was based on adults 18 years and over with no diploma or GED. The current data is based on adults 25 years and over with no diploma or GED (Source: U.S. Census Bureau 2019 5-year estimate of the American Community Survey). In the area of short-term career education, RSAEC served 4,841 students with an unmet need of 84% based on unemployment indicators for adults. Please note that the unemployment rate has changed due to the COVID-19 pandemic. Currently, the unemployment rate is at 7.5%, which is down from the estimate a year ago at 13.7% (Source: California EDD, Labor Market Information Division, July 2020, May 2021). Lastly, in the area of Adults with Disabilities, RSAEC served 157 students with an unmet need of 99 % based on the number of adults 18-64 with a disability (Source: U.S. Census Bureau 2019 5-year estimate of the American Community Survey). Looking at these high percentages of unmet need, it is clear that RSAEC is not reaching all of the adults who need its programs and services. Although need does not directly translate into demand for services, demand can be created through outreach and marketing, as well as word of mouth. In

addition, RSAEC participates in monthly Strong Workforce meetings for the Orange County area. Marketing is the Orange County Strong Workforce group's number one strategy priority. Through the Orange County Strong Workforce marketing strategy group, research, surveys and data have been collected. This workgroup has found that many potential students are not aware of the diverse class offerings available through the community college and/or adult education programs.

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

Progress will be measured in increments that are dependent on the Logic Model created in RSAEC's 3-Year Plan. Third-year outcomes include an increase in community awareness, measuring the number of people reached through the marketing campaign, measuring the amount of hits on social media platforms as well as the number of hits on the RSAEC website's landing page. Individual RSAEC members will also be monitoring and measuring the number of hits on their websites as well as the increase in number of incoming phone calls in comparison to the same time in the previous year. During the first year, effectiveness will be measured by monitoring the increase in student enrollments and the number of students who increase from 1-11 hours to 12 hours of class attendance. Lastly, the impact will be measured by the number of course completions throughout the consortium. These completions will also be used as a base-year measurement to gather data on the long-term outcomes for the 3-year plan. Third year outcomes include the number of completions and/or certificates to measure effectiveness and to show progress.

## **Regional Need #2**

### **Gaps in Service / Regional Needs**

There is a consortium-wide gap in offering contextualized-based learning opportunities for ESL, ABE and short-term career education students in the region. Both the State and Federal government are pushing for an increase in employment skills and an accelerated pathway for students. RSAEC needs to continue with its effort to create these types of opportunities for adult learners in the region so that they are better prepared to enter middle-skills jobs with high-demand and high-wage potential.

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

RSAEC has identified these gaps through a variety of ways. One of which was through the participating schools' feedback from the WIOA Title II Integrated Education and Technical Plans. The feedback received at all three schools included the need to grow contextualized programs, especially in the area of ESL, workforce readiness/soft skills and short-term career education. Additionally, the Strong Workforce and Doing What Matters Initiatives have detailed the need to address these workforce gaps so that students are better prepared to enter the workforce. Lastly, the CAEP researcher collected data in this area as well. This is an ongoing area of data collection and although there has been some success, there is still much to be done in this area. The 2020-21 data shows that of the 10,253 RSCCD students enrolled in ESL, only 773 students were also enrolled in a career education program, resulting in 1,929 enrollments in career education program. Of these 1,929 enrollments only 702 were successful course completions. Even with a success rate of 36% (down from 39% in 2019-20 and up from 25% in 2017-2018), it is clear that something needs to be done so that the increase in student success continues to grow. Also, according to district surveys, ESL students are highly interested in career program offerings, yet it has been shown that they rarely transition into these courses and programs. As of the 2020-2021 school year, less than 8% of ESL students were enrolled in both ESL and career education classes.

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

The progress in meeting this need will be measured by the data collected and dependent on the Logic Model created in RSAEC's 3-Year Plan. Third-year outcomes include the increase in student awareness of integrated education opportunities as well as completed surveys that show increased awareness. In addition, the number of student education plans that lead to awareness of integrated education will be tabulated along with the increase in integrated classes offered. Effectiveness will be measured by the increase in the number of students who are co-enrolled in career education and ESL courses. Lastly, the impact will be measured by the number of course completions throughout the consortium. These completions will also be used as a base-year measurement to gather data on the long-term outcomes for the RSAEC 3-year plan. Third year outcomes include the number of completions and/or certificates to measure effectiveness and to show progress.

## **Regional Need #3**

### **Gaps in Service / Regional Needs**

Barriers such as transportation, varied work schedules and lack of childcare continue to block the pathway to student success. With the statewide campus closures due to COVID-19, these barriers have expanded to include a lack of access to textbooks, computers and WIFI for online learning, as well as housing and food insecurities. By incorporating additional remote, online

and blended learning opportunities into the scheduling, the consortium seeks to break down these barriers and open the door to students' success and accomplishments. In addition, through collaboration with programs such as HEERF II, RSAEC is striving to meet students' needs in the area of student support services with textbook, WIFI and computer loaner programs, as well as financial help. In addition the college campuses are offering weekly food pick-up at food pantries located at SCC and SAC.

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

There has been a statewide push to offer more online classes. In particular, for adult education, these online classes should reach out to students who need to develop basic skills as well as prepare for the workforce. Santiago Canyon College School of Continuing Education (SCC-SCE) offered 180 asynchronous noncredit online and 67 synchronous online course sections in the CAEP program areas of short-term Career Education (CE), Adult Secondary Education (ASE), English as a Second Language (ESL) and Adults with Disabilities (AWD). This shows an increase from eight course sections in 2018-19 and 73 sections in 2019-20 to 247 sections offered in 2020-21 as well as an increase in student enrollment from 215 and 1,703 in 2018-19 and 2019-20, respectively to 3,081 students in 2020-21. Santa Ana College School of Continuing Education (SAC-SCE) offered 56 asynchronous noncredit online and 232 synchronous online course sections. This shows an increase from four online course offerings in 2019-20 as well as an increase in student enrollment from 173 in 2019-20 to 7,084 in 2020-21. RSAEC looked at online trends in education to see if the trends included a demand or an increase in this area for adult learners (Source: Best Colleges, 2019 Online Education Trends Report). The findings concluded that demand was increasing in this area. One administrator shared that "In the past, we have seen a major shift from older to younger students. Now we are seeing more of a balance of traditional students and adult learners who are returning to school." Additionally, 37% of administrators also reported that there was a trend of older/adult learners. Another trend that was seen is that 69% of the responders were career minded with the majority of those wanting to increase knowledge in an area/field where they are employed or have experience. This aligns with the CAEP goals of providing educational resources so that adult learners have an opportunity to increase their skills as a way to move forward in their current field and earn higher wages.

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

The progress in meeting this need will be measured by the data collected and dependent on the Logic Model created in RSAEC's 3-Year Plan. Third-year outcomes include the increase in the number of online sections offered on the community college and adult education platforms and an increase in the number of students enrolled in online classes. In addition, the increase of qualified instructors who are certified to teach online as well as the number of distance education addenda approved locally and/or by the State Chancellor's Office will be tabulated. Effectiveness will be measured by the increase in the number of students who are enrolled in face-to-face online orientation workshops and by the number of online sections offered on community college and adult education platforms. Lastly, the impact will be measured by the number of course completions throughout the consortium. These completions will also be used as a base-year measurement to gather data on the long-term outcomes for the RSAEC 3-year plan. Third year outcomes include the number of completions and/or certificates to measure effectiveness and to show progress.

## **Regional Need #4**

### **Gaps in Service / Regional Needs**

Over the past five years of working collaboratively as a consortium, members have recognized that there is a regional need for non-fee-based career education courses at GGAE. Both of the community college noncredit programs are able to offer tuition-free career education programs, but this is not the case on the K-12 adult education side where they must charge a fee to keep the classes running. These fee-based programs impose a barrier to the GGAE students who need to take classes for employment training but do not necessarily have the money to pay for them. In attempts to minimize the gap, GGAE has begun to bring noncredit, non-fee-based programs onto their campus.

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

Resources used in identifying these gaps are the actual students who attend GGAE. It is common for GGAE staff to hear from students and/or prospective students who tell them that the fees are a barrier and/or that they do not have the money to pay for the much needed classes and programs. In addition, in looking at the census data in the area of short-term career education, RSAEC served 4,841 students with an unmet need of 84% based on unemployment indicators for adults. Please note that the unemployment rate has changed due to the COVID-19 pandemic. Currently, the unemployment rate is at 7.5%, which is down from the estimate a year ago at 13.7% (Source: California EDD, Labor Market Information Division, July 2020, May 2021). While 4,841 of the 29,589 unemployed adults are served by SAC-SCE and SCC-SCE in tuition-free programs, this is not the

case for GGAE students. Without the collaboration between GGAE and SAC-SCE, it would not be possible for GGAE to serve this population without fees.

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

Progress will be measured in increments that are dependent on the Logic Model created in RSAEC's 3-Year Plan. Third-year outcomes include an increased awareness of career education classes and career pathways at GGAE in addition to the increase in the number of students enrolled in career education classes and career pathway programs at GGAE. During the second year, effectiveness will be measured by monitoring the increase in career education course completions at GGAE. Lastly, the impact will be measured by the number of career education certificates completed by GGAE students. These certificate completions will also be used as a base-year measurement to gather data on the long-term outcomes for the 3-year plan. Third year outcomes include the number of completions and/or certificates to measure effectiveness and to show progress.

### **Regional Need #5**

#### **Gaps in Service / Regional Needs**

Within RSAEC, there has been a very low amount of course offerings in the area of healthcare/medical opportunities. SCC-SCE has only offered four programs in this area – Medical Billing, Health care Support Worker, Personal Caregiver, and Nursing Assistant (CNA). This is not enough to cover the wide-range of career opportunities in this industry. There is a gap of qualified individuals to fill much-needed jobs in the region and a lack of accessible training programs for students within adult education. With the onset of COVID-19, this area has even a greater unmet need. In Orange County, Healthcare and nursing occupations had the third highest number of job openings with 1,499 unfilled positions (Source: California EDD, Labor Market Information Division, July 2020).

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

During the research and writing of the 3-Year Plan, ten of the RSAEC members participated and completed the Introduction to Human-Centered Design Training provided by +ACUMEN and IDEO.org. The goal of this professional development activity was for the workgroup to gain a deeper understanding of the students served by the consortium members and to use this knowledge in identifying future goals and strategies. The group took time to conduct research through student surveys, observations, and one-on-one student interviews. One of the indicators that there is a gap in this area was due to the findings from a student survey that the workgroup conducted. The survey included 255 respondents who were interested in pursuing a healthcare occupation and gave detail into 17 types of occupations – much more than the two to three offerings the consortium was offering at the time. The feedback that the workgroup received assisted the consortium in identifying the gaps within the area of Healthcare/Medical Occupations.

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

The progress in meeting this need will be measured by the data collected and dependent on the Logic Model created in RSAEC's 3-Year Plan. Third-year outcomes include the increase in the number of students enrolled in the healthcare occupations courses. In addition, the increase of students enrolled in the healthcare support worker program will be tabulated to measure the need for information in regards to healthcare occupations. Effectiveness will be measured by the increase in the number of students who complete healthcare courses. Lastly, the impact will be measured by the number of healthcare certificate completions throughout the consortium. These completions will also be used as a base-year measurement to gather data on the long-term outcomes for the RSAEC 3-year plan.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

RSAEC will engage in a full-scale marketing campaign to increase awareness of the CAEP programs offered by RSAEC members. This strategy will involve mailers, radio ads, increased social media presence, new signage, outreach events and the creation of a registration exit poll. The goal is increase capacity by delivering information on student services, tuition-free, non-fee-based courses, and certificate programs to the region.

**Strategy #2**

In an effort to increase capacity, RSAEC will continue to develop innovative courses and certificate programs that will help create middle-skills workers. RSAEC is working closely with and following the Strong Workforce mission of “More and Better” as well as following the missions of CAEP and WIOA II in creating contextualized based learning for students who need basic skills. In creating more opportunities for ESL and ABE students in the area of career education, RSAEC will better prepare them to enter middle-skills jobs with high-wage potential.

**Strategy #3**

In the area of instruction, curriculum development, and student services, RSAEC will continue to fund existing CAEP employees and look for ways to expand this valuable resource. To effectively work on all of the gaps identified, full-time faculty and TOSA’s must continue to oversee this important work and develop new curriculum and articulation agreements to meet the needs of the students and Orange County’s Workforce.

**Strategy #4**

The strategy for increasing capacity in the area of facilities is to continue to open new sites in areas, which are densely populated with underserved students as well as continue to update current facilities to meet the needs of RSAEC’s adult learners. New technology, class materials, infrastructure, furniture, and support staff will be funded to meet the needs at the facilities and to aid students preparing to go into the workforce or continuing in higher education for degree or certificate attainment.

**Strategy #5**

Due to the challenges of returning to in-person classes after the Covid-19 closures, this academic year has started with students having a mix of learning modalities including, online, hybrid, hyflex and in-person. The strategy to meet the needs of RSAEC students during the current pandemic, RSAEC will incorporate additional remote, online and blended learning opportunities into the scheduling. In addition, through collaboration with programs such as HEERF II, RSAEC will offer additional student support services through textbook, WIFI and computer loaner programs, as well as financial aid. In addition, the college campuses will offer weekly food pick-up at food pantries located at SCC and SAC.

**Seamless Transitions****New Strategies****Strategy #1**

Create contextualized-based curriculum to enable ESL and ABE students to seamlessly transition into higher-level career education courses and programs for certificate and/or degree completion.

**Strategy #2**

Continue to hold industry roundtables in the area of Healthcare/Medical Occupations so that much needed programs can be developed in this area. Meet and collaborate with community and industry partners so that the curriculum being developed leads to industry recognized certifications and/or licenses. Continue to develop healthcare curriculum that allows students to follow a path to employment success by incorporating stackable certificates that lead to higher wages or higher degree/certificate attainment.

**Strategy #3**

Increase the number of online and/or face-to face courses and programs in career education that transition students into a higher-level certificate or degree program. Work collaboratively with the credit faculty to create articulation agreements within career education so that students can seamlessly transition into a pathway, which will lead to employment.

**Strategy #4**

RSAEC will continue to work on implementing AB705 with each member’s credit college counterparts. AB705 has changed how colleges place students and has opened up new challenges for students who still require help in English and math basic skills.

RSAEC will continue to address new ways to assist students transitioning from noncredit/adult education courses to college credit courses such as creating college preparatory classes and/or support classes where needed.

**Strategy #5**

Continue to investigate other Adults with Disabilities Programs and Services as well as best practices used at other consortia. Develop new courses and certificates to serve this population with career and educational transition goals with an emphasis on directly engaging students with coursework and support services which will lead to Competitive Integrated Employment.

## Student Acceleration

### New Strategies

**Strategy #1**

In the area of contextualized-based learning, one of RSAEC's goals is to continue to create new opportunities for ESL students to benefit from co-enrolling in career education courses. The strategy is to create contextualized courses and to provide resources so that curriculum provides scaffolding, which leads to student success.

**Strategy #2**

Continue the work on creating stackable certificates, which will allow students to increase their skills and obtain certificates within 6-12 months. In addition, revise current career education programs to incorporate stackable certificates recognizing milestones, which will motivate students to complete their chosen career pathway.

**Strategy #3**

With the re-opening of school campuses post COVID-19 closures, RSAEC members will continue to work collaboratively to incorporate remote and distance education modalities into the CAEP program areas, including ASE, ABE, ESL, Citizenship, Adults with Disabilities, and short-term career education. At RSCCD, the goal will be to continue to encourage instructors to sign-up and complete the Online Teaching Certification. Within the consortium, efforts will be made to increase professional development in the area and to add the distance education component to revised curriculum.

## Professional Development

### New Strategies

**Strategy #1**

Collaborate consortium-wide through professional development workshops that focus on training instructors and counselors in online and remote instruction and conferencing. To continue to support distance education modalities, more professional development will be provided to incorporate online resources such as ZOOM, CANVAS, Google Classroom, and Cranium Cafe.

**Strategy #2**

Collaborate consortium-wide through professional development workshops that focus on training classified staff to assist students remotely with questions regarding admissions and records, completing course registrations, and requesting transcripts and program certificates. With more students remaining online, RSAEC's classified staff will need to continue assisting students remotely through online resources such as ZOOM, Jabber and Cranium Cafe.

**Strategy #3**

Continue to support consortium-wide professional development by funding keynote speakers for the bi-annual professional development weeks taking place in the fall and spring.

**Strategy #4**

Continue to fund state-wide conferences as well as CAEP approved national conferences to provide training to faculty/instructors, staff and administrators to promote and implement CAEP programs. In addition, continue to fund consortium-wide local professional development training and workshops in all of the CAEP program areas.

#### **Strategy #5**

Investigate and provide opportunities for faculty/teachers and classified/clerical staff to participate in equity training. In the area of curriculum, provide professional development opportunities to assist instructors to look at course materials with a greater awareness of social injustices such as updating history curriculum to portray a more accurate version of events. In addition, provide trainings to enhance our student services so that all employees are able to assist our students with an equity lens in place.

## **Leveraging Resources**

### **New Strategies**

#### **Strategy #1**

RSAEC will continue to leverage resources with the Department of Rehabilitation (DOR). Since 2017-18, DOR has been co-located at one of the consortium sites, giving students with disabilities access to job placement and student support services. DOR clients are able to enroll in adult education programs to increase their skills in order to explore and find new career pathways.

#### **Strategy #2**

RSAEC will continue leveraging resources with the Santa Ana Work Center, which is one of three Workforce Development Boards located in Orange County. Since 2017-18, the Santa Ana Work Center has been co-located at one of the consortium sites, which gives students access to career planning, counseling, and job placement services.

#### **Strategy #3**

RSAEC will continue to leverage funding with various initiatives such as WIOA Title II, Strong Workforce Program, Student Equity and Achievement Program, Cal Perkins, CalWorks, LCFF, and others. Working together on common objectives will allow RSAEC to reach more students without duplicating effort. One of the objectives for 2021-22 is to continue to break down silos so that it becomes second nature for different departments, schools, and districts to work together to achieve common goals.

#### **Strategy #4**

RSCCD will continue to leverage resources with SAUSD, GGAE and OUSD in order to offer classes at their facilities, including a program that was piloted last year to serve students at all 52 of SAUSD's Health and Wellness Centers. The districts will provide the facilities and RSCCD will provide instruction and services. GGAE will leverage resources and classrooms that are equipped for career education courses such as automotive repair, welding, and computer skills so that GGAE students can earn career education certificates tuition-free. RSCCD will continue to provide classes at SAC-SCE and SCC-SCE during OUSD and GGAE's summer closure.

## **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.**

consortium is dedicated to the five logic model goals set forth in the 3-year plan, which include increasing capacity to maximize student completion rates, increasing integrated education opportunities for students in basic skills and career education, increasing access to students by offering flexible learning options such as online or hybrid courses, increasing career education opportunities for students at Garden Grove Adult Education, and increasing educational opportunities in healthcare pathways. To reach these new goals, RSAEC will rely on the foundation that was built through the Regional

Comprehensive Plan (RCP). Many of the allocations being used by the consortium are long-term and stem from RSAEC's first priorities. The allocation to fund the nine full-time faculty and one full-time TOSA who were hired to oversee the work involved with the various strategies will continue over the next three years. Similarly, the allocation to support new regional centers and student support services is still as vital today as it was five years ago.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

At GGAE, the allocation will be used to fund maintenance of ongoing programs in the five CAEP areas including but not limited to, materials, staffing, facilities, maintenance, computers, ITS needs and expanding and enhancing technology. There are plans to expand faculty participation in shared professional development activities and participation in statewide conferences. GGAE will also incorporate carry-over funds into data collections resources such as funding a dedicated researcher. At RSCCD, the carry-over funds will be used to fund ongoing CAEP administrative, classified and faculty positions, as well as, marketing efforts, CAEP facilities expenses, maintenance, ITS needs, expansion and enhancement of technology and support services for student and instructional programs. Lastly, in-person consortium-wide professional development and conference attendance is planned now that COVID-19 restrictions have been lifted. It is RSAEC's intention to fully expend 2020-2021 funds prior to using the 2021-2022 allocation.

## Certification

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