

California Adult Education Program Produced: 06/17/2022 02:47 PM PDT Ryan Murray

# 43 Rancho Santiago Adult Education Consortium: Certified

## Details

### Consortium Information

**Consortium Name:**

43 Rancho Santiago Adult Education Consortium

**Consortium Short Name:**

43 Rancho Santiago

**Address:**

2323 N. Broadway | Santa Ana, CA | 92706

**Website:**

[www.ranchosantiagoadulthood.com](http://www.ranchosantiagoadulthood.com)

**Funding Channel 2022-23:**

Direct Funded

**CAEP Funds 2022-23:**

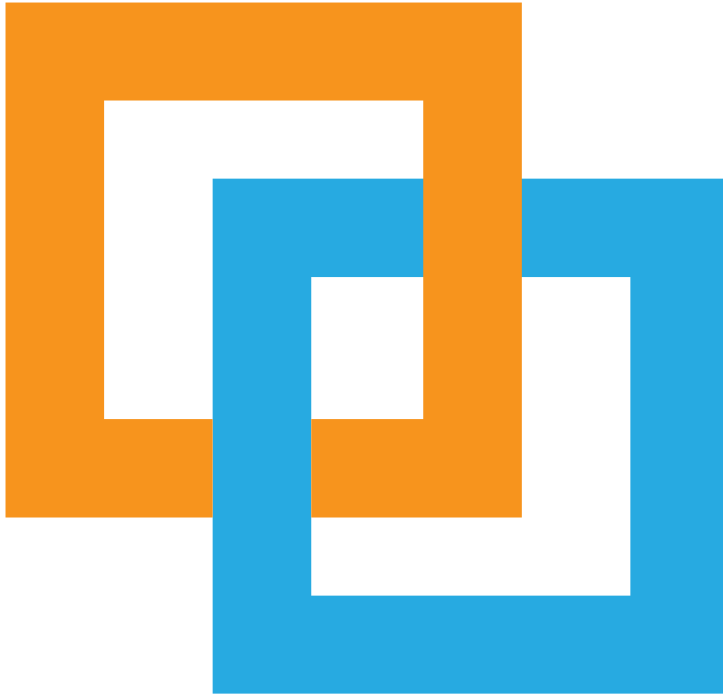
\$5,197,843

**CAEP Funds 2021-22:**

\$4,934,817

**CAEP Funds 2020-21:**

\$4,742,735



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## Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Chrissy Gascon	<a href="mailto:gascon_christine@scollege.edu">gascon_christine@scollege.edu</a>	Executive Director, Adult Education Block Grant	(714) 628-5969

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## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Garden Grove Unified</a>	Unified School District	M'Liss Patterson	(714) 663-6305
<a href="#">Orange Unified</a>	Unified School District	Lisa Green Orange Unified School District	(714) 628-5446
<a href="#">Rancho Santiago CCD</a>	District	Chrissy Gascon	(714) 628-5969
<a href="#">Orange County Department of Education</a>	County Office of Education (COE)	Fatinah Judeh	(714) 349-3073
<a href="#">Santa Ana Unified</a>	Unified School District	Ryan Murray	(714) 972-7100

## Executive Summary

### Executive Summary \*

The Rancho Santiago Adult Education Consortium (RSAEC) is located in central Orange County. The region is mostly urban and has a population of 511,311, which represents a growth of 65,350 (12.9%) over the past 3 years. The area is geographically small, but densely populated with a mix of affluent and high-poverty communities. Over 55% of the consortium's population is Hispanic with 28% of the households having adults who speak English less than "very well."

Orange County is home to four CAEP consortia. RSAEC consists of five members, including the Rancho Santiago Community College District (RSCCD), which includes two separate colleges, Santa Ana College (SAC) and Santiago Canyon College (SCC) as well three Unified School Districts, Garden Grove (GGUSD), Orange (OUSD) and Santa Ana (SAUSD), and the Orange County Department of Education (OCDE). The consortium membership also includes the Orange County Sheriff's Department (OCSA), which was voted in as a full-fledged voting member in 2014.

The collaborative focus of all consortium members allows the team to work together when making decisions towards its collective goals. In preparation to complete this document, consortium members took time to reflect on the previous three-year plan, the current census data, the impact of the pandemic, and the need for a greater awareness and implementation of an action plan to address social injustices. Upon review, members realized that as a consortium there were already systems in place prior to the pandemic and mandatory campus closures that assisted with the transition faced by all in 2020. These systems helped support students and sustain growth during these unprecedented times in education.

Moving into the future, RSAEC's focus will be to assist adult students with meeting their educational and workforce goals. United, the consortium is on a quest to create comprehensive programs and support systems that will align with the region's needs. Data confirms that 16.6% (N: 85,060) of the area's population live at the near poverty or less level. 26% (N: 132,924) of the Adult population are without a high school diploma and 28% (N: 90,152) do not speak English "very well." According to 2020 census data, 4.5% (N: 23,171) of adults in the region are unemployed and 11.6% (N: 58,027) of adults have a disability.

RSAEC members used data to identify and prioritize current regional needs and then looked at programs that support community members with their educational and workforce preparation goals. Together members developed a plan that will strengthen these programs consortium-wide: Adult Secondary Education programs (High School Diploma and/or High School Equivalency), short- and long-term career technical education and certification, and English as a

Second Language (ESL) courses. Additionally, members focused on strategies to address gaps in current programs for adult learners, transitions for academic and career pathways, and student support services.

Consortium members will continue to strengthen relationships with community partners and leverage existing resources to benefit adult students and community members. Keeping the spirit of collaboration and a commitment to CAEP guidelines, RSAEC members will continue to use the identified metrics in the 2022-2025 plan to address gaps in service and to strengthen CAEP programs over the next three years. Lessons learned from the pandemic years will support RSAEC students through future challenges and will assist with adjusting programs accordingly if needed.

Over the next three years, RSAEC members are committed to supporting students and community members with academic and career pathways that will lead to post-secondary education and/or career goal success. Prioritization will be placed on aligning CAEP priorities and AB104 objectives and programs. RSAEC members believe that adult education is the cornerstone to providing equity and equal access to academic and career opportunities for all adult students and ultimately, those opportunities will positively impact the entire community.

## Assessment

### Overview and Preparation \*

The overall approach that RSAEC conducted for the Three-Year Plan, included the following preparation:

1. Consortium members attended the CAEP-TAP Three-Year Planning workshops and webinars.
2. The RSAEC Consortium Executive Director and members met with member leads from the other three Orange County consortia to discuss regional trends and data.
3. RSAEC members explored and analyzed the CAEP Consortium Fact Sheets, April 2021, to assist with metric gathering in the areas of Labor Market, Demographics, and Adult Education Transitions.
4. The CAEP Three-Year Planning Self-Assessment Tool was used to inform and assist the consortium members in the planning process.
5. Demographic data was pulled from the US Census Bureau's American Community Survey, 2020.
6. The Adult Education Launchboard Pipeline was utilized to extract program area benchmarks as well as college and workforce transitions.
7. TOPSPRO Enterprise was used to gather benchmarks in the areas of ESL, ABE and ASE, including the students served within the five Orange County Jails and the Santa Ana City Jail.
8. Labor Market Information (LMI) was gathered to assist with identifying new program areas within short-term career education. Current courses and programs were also evaluated and updated with new LMI data. The Orange County Center of Excellence was a key resource in assisting with current LMI data and the Workforce Development Board also was key in identifying in-demand job openings within Orange County,
9. RSAEC members attended regional planning committees including WIOA, Strong Workforce, K-12 Strong Workforce, Orange County Regional Consortium, Industry Roundtables, and Perkins MTAC meetings to align regional plans and collaborate with others in the region.

### Regional Alignment and Priorities \*

Rancho Santiago Adult Education Consortium members regularly participate in meetings to assure that local workforce and adult education plans align CAEP guidelines with other education and workforce plans in the region. RSAEC collaborates with both of the local Workforce Development Boards that operate within our region. These include the Orange County Workforce

Development Board and the Santa Ana Work Center. Member districts within RSAEC have entered into MOU's with both entities to align the services listed in the WIOA plan with RSAEC's. In addition, members from RSAEC regularly attend the Orange County Regional Consortium and Strong Workforce meetings as well as collaborate with the Orange County Center for Excellence to ensure that we are aligning the adult education career pathway plans and collaborating with others in the region.

Some of the alignment areas that our region worked on with the Workforce Development Boards include:

- Expanded workforce services for individuals at all levels of skill and experience.
  - All customers, including those with barriers to employment, have the opportunity to receive hard and soft skills guidance, career planning and job placement services, particularly timely labor market demand and occupational information, and a variety of job-driven training options, including work-based training opportunities such as registered apprenticeship, on-the-job training (OJT), and incumbent worker training.
- Access to multiple employment and training resources.
  - Access to multiple program resources, including necessary supportive services that may not be offered by or available through one individual program. Access to multiple resources in one location also reduces the travel and commuting distances for customers needing referrals to or the receipt of multiple services. Access to multiple resources may also facilitate the leveraging and braiding of resources across systems for individual customers, as appropriate.
- Integrated and expert intake process for all customers entering the Garden Grove Workforce Solutions Center and/or affiliate sites.
  - Frontline staff are highly familiar with the functions and basic eligibility requirements of each program, appropriately assist customers, and make knowledgeable referrals to partner programs, as appropriate, given the authorized scope of, and eligibility requirements for each program.
- Integrated and aligned business services strategy among OC Workforce System partners.
  - As part of an aligned team, partners have access to a wider range of business engagement strategies, increasing the opportunity for better placement services and outcomes for all customers. This partnership also allows for a unified voice for the OC Workforce System in its communications with area employers.
- Expert advice from multiple sources.
  - Customers, including individuals with barriers to employment, can benefit from multiple levels of staff expertise, guidance, and advice across programs. This enhances job seekers' experiences and increases their chances for success in the evolving labor market.
- Relevance to labor market conditions.
  - All workforce development activities occur within the context of a regional economy. Services provided should be informed by data on labor market demand in the local area to ensure a positive impact or labor market outcome. This outcome results in a return on investment for the job seeker's time and efforts, and for the workforce program resources expended.
- Expanded community and industry outreach.
  - The integrated nature of the OC Workforce network extends the One-Stop reach to increase customer participation and enrollments, and to engage and support businesses.
- Strengthened partnerships.
  - The integrated nature of the OC Workforce network also helps in providing seamless workforce services that serve similar populations. Some examples include setting up common intake and assessment, joint outreach activities, and referral processes outlined in agreements implemented between partners in the OC Workforce System.

#### **Evaluate the Educational Needs of Adults in the Region \***

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 4.8%, down from 7.5% in 2021 and an estimated 13.7% in 2020, but it is apparent that there are still long lasting effects from the COVID-19 pandemic that can still be felt within the labor market (Source: California EDD, Labor Market Information Division, July 2020, May 2021 and 2022). 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, it must be a consideration by the consortium as we move forward to meeting student needs.

### **Contributions by Entities \***

Preparing and writing the RSAEC three-year plan was a true collaboration among consortium members. All members, including Rancho Santiago Community College District (Santa Ana College Continuing Education and Santiago Canyon College Continuing Education), Garden Grove Unified School District (Garden Grove Adult Education), Orange Unified School District, Santa Ana Unified School District, the Orange County Department of Education and the Orange County Sheriff's Department, participated in the planning activities set forth by the consortium.

Members contributed by engaging in various activities throughout the year which include, but are not limited to, the following:

1. Attended scheduled Executive Board meetings where the three-year plan and other deliverables were discussed and voted on.
2. Attended three-year plan collaborative planning and writing sessions.
3. Attended regional workforce meetings including WIOA alignment meetings.
4. Attended CAEP TAP planning and informational webinars and workshops.
5. Surveyed students to gain insight into student needs and supports to achieve academic and career goals.
6. Surveyed faculty and staff to gain insight on ways to better deliver instruction and support services during and post pandemic.
7. Initiated ongoing 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 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.

## **Regional Service Providers**

**For each Member Agency service provider, enter the number of Participants in each program area.**

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprentice
<b>*Garden Grove Unified</b>	Member Representative	116	324	1,734	100	0	0	45	0	0
<b>*Orange County Department of Education</b>	Member Representative	0	0	0	0	0	0	0	0	0
<b>*Orange Unified</b>	Member Representative	0	25	0	0	0	0	0	0	0
<b>*Rancho Santiago CCD</b>	Member Representative	3,527	10,449	11,400	453	180	0	8,378	2,261	93
<b>*Santa Ana Unified</b>	Member Representative	0	0	0	0	0	0	0	0	0
<b>Total Participants</b>		<b>3643</b>	<b>10798</b>	<b>13134</b>	<b>553</b>	<b>180</b>	<b>0</b>	<b>8423</b>	<b>2261</b>	<b>93</b>

\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Santa Ana Work Center	Workforce Development Board	×	×	×	×	×	×	✓	✓	✓
Goodwill Southern California	Community Organization	×	×	×	×	✓	×	✓	✓	×
AJCC	Workforce Development Board	×	×	×	×	×	×	✓	✓	✓
CA Department of Rehabilitation	Community Organization	×	×	×	×	✓	×	✓	✓	×
Catholic Charities	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Orange County One-Stop Center	Workforce Development Board	×	×	×	×	×	×	✓	✓	✓
Boys and Girls Club of Garden Grove	Community Organization	✓	✓	✓	×	×	×	×	×	×
United Way Orange County	Community Organization	×	×	✓	×	✓	×	✓	✓	×
Los Angles/Orange Counties Building and Construction Trades Council	Industry	×	×	×	×	×	×	×	×	✓



Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
California Community Colleges Workforce and Economic Development Department in the Orange County Region	Workforce Development Board	x	x	x	x	x	x	✓	✓	✓
Orange County Public Libraries	Community Organization	✓	✓	✓	x	x	x	x	x	x
Boat People SOS	Community Organization	✓	✓	✓	x	x	x	x	x	x
Orange Chamber of Commerce	Business	x	x	x	x	x	x	✓	✓	✓
Boys and Girls Club of Santa Ana	Community Organization	x	✓	✓	x	x	x	x	x	x
Friendly Center	Community Organization	✓	✓	✓	x	x	x	✓	x	x
Regional Center of Orange County	Community Organization	x	x	x	x	✓	x	x	✓	x
Orange County Communities Organized for Responsible Development (OCCORD)	Community Organization	x	x	x	✓	x	x	x	x	x

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Recovery Education Institute	Community Organization	x	✓	✓	x	x	x	x	x	x
CHOC Children's Hospital of OC	Industry	x	x	x	x	✓	x	x	x	x
Project SEARCH	Community Organization	x	x	x	x	✓	x	x	x	x
Orange County Sheriff	Other	✓	✓	✓	x	x	x	✓	x	x
Santa Ana City Jail	Other	✓	✓	✓	x	x	x	✓	x	x
New Orange Hills	Business	x	x	x	x	x	x	✓	x	x
Hope Builders	Community Organization	x	x	x	x	x	x	✓	x	✓
North America Building Trades Unions (NABTU)	Business	x	x	x	x	x	x	✓	x	✓
Open Gate International	Community Organization	x	x	x	x	x	x	✓	x	x
Knott's Berry Farm	Business	x	x	x	x	x	x	✓	x	x
Vital Link	Community Organization	x	x	x	x	x	x	✓	x	x
Latino Health Access	Community Organization	✓	x	✓	x	x	x	x	x	x
Orange County Therapeutic Arts Center	Community Organization	x	x	x	x	x	x	✓	x	x

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Santa Ana Senior Center	Other	×	×	×	×	×	×	✓	×	×
Relampago del Cielo	Community Organization	✓	×	✓	×	×	×	×	×	×
Our Lady of Pillar Church	Other	×	×	✓	×	×	×	×	×	×
South West Senior Center	Other	✓	×	×	×	×	×	×	×	×
Orange County Small Business Development Center	Community Organization	×	×	×	×	×	×	✓	×	×
Corbin Center	Other	×	×	✓	×	×	×	✓	×	×
Phoenix House	Community Organization	✓	×	×	×	×	×	×	×	×
West American Rubber Company	Business	×	×	✓	×	×	×	×	×	×
Cooper Fellowship	Community Organization	✓	×	×	×	×	×	×	×	×
Country Villa Plaza	Community Organization	✓	×	×	×	×	×	×	×	×

### Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \*

RSAEC has a robust offering of educational programs and services spread across multiple sites in the consortium. Programs are offered in a variety of modalities including in-person and distance education (including Remote Live, HyFLEX, Hybrid and Online options). Member schools offer all levels of English as a Second Language (ESL) instruction including articulated courses at the advanced level as well as EL Civics and citizenship courses. High School Diploma as well as High School Equivalency programs are offered at three of the member districts and to further serve the students, the consortium also has an ETS HiSET testing center to allow students to take the exam locally. Programs for Adults with Disabilities include courses to assist students with learning workforce preparation and soft skills to be successful in attaining competitive integrated employment. Collaborations with partners such as Project SEARCH, CHOC Children's Hospital, Regional Center of Orange County, Department of Rehabilitation and Goodwill Industries assist with training and job placement for students with cognitive disabilities. Career Education and Pre-Apprenticeship programs offer training in areas such as Allied Health, Construction, Automotive, 3D Printing and more. These programs are designed with the intent to train students in skills that

assist them in attaining middle-skills jobs in high-demand areas. Allied Health is one of the areas that RSAEC is focusing on expanding due to its high-demand occupations and high-median pay within Orange County. Per EMSI's data on 2021-2022 job postings, Certified Nursing Assistant (CNA) has 3,121 unique jobs, Behavior Technician has 1,155 unique jobs and Medical Billing has 6,959 unique job postings. The current median salary for these positions ranges from \$18.01 to \$18.27 per hour and they have a projected occupational growth over the next ten years of 17.2% in Medical Billing, 17.6% in CNA, and 30.8% in Behavior Technician. In addition to the programs and services offered, the consortium member districts also partner with a variety of local business, community partners and non-profits to leverage services that will benefit adult students in the region and lead to their future success. For a listing of RSAEC's collaborating partners, please refer to the list above. *\*Job posting data informed by EMSI's Job Posting Analytics (based on jobs posted between March 2021 - March 2022 within Orange County)*

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

### ✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

#### Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

### ✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

#### Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

**Adult Ed Metrics**

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

**Adult Ed Metrics**

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

### Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	36,820	28,613		29,471	30,355	31,265
Student Barriers	English Language Learner (AE 305 - Overall)	17,777	14,260		14,687	15,127	15,580
Student Barriers	Low Literacy (AE 311 - Overall)	32,101	25,302		26,061	26,842	27,647
Student Barriers	Low Income (AE 310 - Overall)	13,557	9,387		9,668	9,958	10,256

## Member Level Metric Targets

\* Mandatory for all members

### Garden Grove Unified (Reported by Garden Grove Unified School District (GGUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,090	1,172		1,207	1,243	1,280
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	120			123	127	131
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	66	35		37	38	40
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	69	64		66	68	70
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	813	124		150	155	160
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	1,086	487		501	516	531

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	52	56		58	60	62
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	81	60		62	64	66
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	132			36	37	38
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	167			36	37	38
Transition	Participants with Transition to ASE (AE 500 - Overall)	78			40	42	44

### Orange County Department of Education (No reporting institution)



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Orange Unified (No reporting institution)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				1	2	3
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				1	2	3
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	1	2
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

### Rancho Santiago CCD (Reported by Rancho Santiago District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	26,363	26,964		27,772	28,605	29,463
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	4,309			4,438	4,571	4,708
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	781	300		309	318	327
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	1,236	741		763	785	808
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	4,132	2,296		2,364	2,434	2,507
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	5,092	832		857	882	906

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	443	193		198	204	210
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	8,419	4,571		4,708	4,849	4,994
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	1,430			1,473	1,517	1,562
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	3,440			3,543	3,649	3,758
Transition	Participants with Transition to ASE (AE 500 - Overall)	1,620			1,668	1,718	1,769

**Santa Ana Unified (No reporting institution)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

### Member Spending Targets



Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Garden Grove Unified	100%	100%	34%	60%	60%	60%
Orange Unified	100%	100%	41%	60%	60%	60%
Rancho Santiago CCD	100%	100%	22%	60%	60%	60%

## Objectives

### Address Educational Needs

#### Description of Objective \*

RSAEC will address the educational needs of its region by identifying gaps in services, increasing resources and implementing strategies to increase capacity, expand facility accessibility and develop innovative curriculum and services to serve the consortium's adult students.

#### OBJECTIVES TO ADDRESS GAPS IN SERVICES

- 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.
- 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.
- 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.
- 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.
- Due to the challenges of returning to in-person classes after the Covid-19 closures, strategies to address student needs as well as continuing with a mix of learning modalities including, online, hybrid, hyflex, remote live and in-person class offerings will be a top priority. The strategies to meet the needs of RSAEC students as the nation and region emerge from the pandemic include incorporating additional remote, online and blended learning opportunities into the scheduling as well as the return to in-person instruction and support services. In addition, RSAEC will continue to offer additional student support services through increased counseling hours and locations, as well as textbook and computer loaner programs. In addition, the college campuses will offer weekly food pick-up at food pantries located at SCC and SAC.

## Improve Integration of Services & Transitions

### Description of Objective \*

RSAEC will improve the integration of services and transitions by identifying objectives and key strategies in the areas of seamless transitions and student acceleration.

#### OBJECTIVES TO ADDRESS SEAMLESS TRANSITIONS

- 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.
- 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.
- 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.
- 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.
- 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.

#### OBJECTIVES TO ADDRESS STUDENT ACCELERATION

- 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.
- 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.
- 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.

## Improve Effectiveness of Services

### Description of Objective \*

RSAEC will continue to improve the effectiveness of services by building on successful past practices and looking for new and innovative ways to leverage resources. In addition, RSAEC will incorporate consortium-wide professional development to assure that all students are receiving equitable educational and support services.

#### OBJECTIVES TO ADDRESS LEVERAGING RESOURCES

- RSCCD will continue to leverage resources with SAUSD, GGAE and OUSD in order to offer classes at their facilities. The unified school 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.

- 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.
- 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.
- 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. Leveraging of both funds and services is an integral part in the continuing efforts to break down silos so that it becomes second nature for different departments, schools, and districts to work together to achieve common goals.

#### OBJECTIVES TO ADDRESS PROFESSIONAL DEVELOPMENT

- 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.
- 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.
- 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.
- 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.
- 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.

## Activities & Outcomes

### Activity Name \*

GGAE and SAC Career Education Pathways

### Objective that Applies to this Activity

Improve Integration of Services & Transitions

### Brief Description of Activity \*

**INPUTS: In order to accomplish our set of activities, we will need the following:**

- Students
- Faculty
- Staff
- Administration
- Facilities
- Equipment
- Registrar
- Outreach
- Research/Data
- RSAEC Members
- RSAEC Community Partners
- Industry
- Technology

**ACTIVITIES: In order to address our problem or asset we will accomplish the following activities**

- Identify/hire staff
- Update/maintain facilities
- Meet/collaborate with CAEP consortia
- Meet/collaborate with community and industry partners
- Align courses in pathways
- Schedule classes
- Promote classes
- Research and implement the Guided Pathways Initiative
- Hold outreach events
- Create student educational plans to incorporate career class opportunities
- Leverage resources to offer Community College Career Education courses at GGAE

**OUTPUTS: We expect that once accomplished, these activities will produce the following evidence or service delivery**

- Increase number of CTE classes offered at GGAE
- Increase the number of community college CTE classes offered at GGAE
- Increase the number of pathways with aligned courses
- Increase the number of outreach events

**OBJECTIVES:**

Objective 4: Plan to address the gaps in services

Objective 5: Plan to employ approaches proven to accelerate a student's progress toward their academic/career goals

Objective 6: Plan to address consortium-wide professional development

Objective 7: Plan to leverage funding, resources and facilities

**ASSUMPTIONS:**

- Will the target population be aware of the career education programs offered at GGAE?
- Is the target population willing to participate/enroll in career education courses at GGAE?
- Will the funding/resources be adequate and available?

Will the program completion outcome also be the goal of the target population?

**External Factors:**

- Limited funding to support multiple CTE courses without fees.
- Innovative programs can be difficult to garner start-up support.
- Available facilities and equipment may not match needs/interests of the target population.

**Short-Term Outcomes (12 Months) \***

We expect that once accomplished, these activities will produce the following evidence or service delivery

- Increase awareness of career education classes and career pathways at GGAE
- Increase the number of students enrolled in CTE classes and career pathways at GGAE

**Intermediate Outcomes (1-3 Years) \***

We expect that if accomplished these activities will lead to the following changes in 1-3 years

- Increase the number of CTE classes completed at GGAE

**Long-Term Outcomes (3-5 Years) \***

We expect that if accomplished these activities will lead to the following changes in 3-5 years

- Increase the number of CTE certificates completed at GGAE

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

**Responsible person(s)**

Name
Chrissy Gascon
M'Liss Patterson

**Activity Name \***

Expansion of Distance Education Support Services

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

In order to accomplish our set of activities, we will need the following:

- Students
- Faculty
- Staff
- Administration
- Facilities
- Admissions and Records

- Research/Data
- RSAEC Members
- RSAEC Community Partners
- Industry
- Subject Matter Experts
- Technology
- Equipment

## OBJECTIVES

Objective 4: Plan to address the gaps in services

Objective 5: Plan to employ approaches proven to accelerate a student's progress toward their academic/career goals

Objective 6: Plan to address consortium-wide professional development

### ACTIVITIES: In order to address our problem or asset we will accomplish the following activities

- Professional development
- Research best practice models
- Identify/hire staff
- Curriculum team writing opportunities
- Online teacher training
- Identify classes for online delivery
- Create distance education addenda for curriculum approval
- Develop a face-to-face online orientation workshop

### OUTPUTS: We expect that once accomplished, these activities will produce the following evidence or service delivery

- Teachers enrolled in online certification classes
- Written distance education addenda
- Offering of face-to-face orientations

### Assumptions:

- Will students have access to technology?
- Do online classes have less rigor than face-to-face classes?
- Will students want to take online classes?
- Will students be successful?

### External Factors:

- Competition from other schools/online-training agencies.
- Competition between online and face-to-face offerings.

### Short-Term Outcomes (12 Months) \*

- Increase the number of students with increased awareness of online classes
- Increase the number of instructors who are certified to teach online
- Increase the number of distance education addenda approved locally and/or by the State Chancellor's Office
- Increase the number of students enrolled in face-to-face online orientation workshops

### Intermediate Outcomes (1-3 Years) \*

- Increase the number of online sections offered on community college and adult education platforms
- Increase the number of students enrolled in online classes

**Long-Term Outcomes (3-5 Years) \***

- Increase the number of online course completions
- Increase the number of online program completions

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Chrissy Gascon
Lisa Green
M'Liss Patterson

**Activity Name \***

Adult Education/Noncredit Transition to Credit

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

In order to accomplish our set of activities, we will need the following:

- Students
- Faculty
- Staff
- Administration
- Registrar(s)
- Admissions and Records
- Research/Data
- RSAEC Members
- RSAEC Community Partners
- Industry
- Subject Matter Experts
- Articulation Agreements
- Technology
- Equipment

- Facilities
- Outreach

## OBJECTIVES

Objective 3: Plan to create seamless transitions into postsecondary education or the workforce

Objective 4: Plan to address the gaps in services

Objective 5: Plan to employ approaches proven to accelerate a student's progress toward their academic/career goals

Objective 6: Plan to address consortium-wide professional development

Objective 7: Plan to leverage funding, resources and facilities

## ACTIVITIES: In order to address our problem or asset we will accomplish the following activities

- Identify/hire staff
- Update/maintain facilities
- Meet/collaborate with CAEP consortia
- Meet/collaborate with community and industry partners
- Align courses in pathways
- Research and implement the Guided Pathways Initiative
- Established Pathways within Specific Program Areas
- Create student educational plans to incorporate career pathway opportunities as well as traditional pathways
- Incorporate pathways to AA degrees, transfer degrees and credit certificates
- Schedule classes
- Promote classes
- Hold outreach events
- Leverage resources

## OUTPUTS: We expect that once accomplished, these activities will produce the following evidence or service delivery

- Increase the number of
- Increase awareness in the credit programs and offerings

## Assumptions:

- Will the target population be aware of the educational opportunities?
- Is the target population willing to participate/transition/enroll in a two or four-year program?
- Will established pathways lead to success?

## External Factors:

- Lack of awareness in offerings.
- Competition with established for-profit agencies and other schools/agencies.
- Availability of full-time instructors to address the curricular needs.

## Short-Term Outcomes (12 Months) \*

- Increase collaboration between the credit and noncredit/adult education departments
- Create educational plans specific to transition
- Increase dual-enrollment awareness for adult high school and GED/HiSET students

## Intermediate Outcomes (1-3 Years) \*

- Increase the number of noncredit/adult education and credit faculty working together
- Increase the number of educational plans to increase the awareness of credit pathway opportunities



- Increase transitions between noncredit/adult education ESL students to ASE programs
- Increase transitions between noncredit/adult education students to short-term career education programs
- Increase transitions between noncredit/adult education students to credit programs

**Long-Term Outcomes (3-5 Years) \***

- Increase the number of dual-enrolled GED/HiSET students with credit course completions
- Increase the number of high school diplomas and equivalency certificates
- increase the number of short-term career education certificates

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Chrissy Gascon
Lisa Green
M'Liss Patterson

**Activity Name \***

Increase Healthcare Pathways

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

In order to accomplish our set of activities, we will need the following:

- Students
- Faculty
- Staff
- Administration
- Facilities
- Equipment
- Registrar
- Outreach
- Research/Data
- RSAEC Members
- RSAEC Community Partners

- Long-term nursing facilities

## OBJECTIVES

Objective 3: Plan to create seamless transitions into postsecondary education or the workforce

Objective 4: Plan to address the gaps in services

Objective 5: Plan to employ approaches proven to accelerate a student's progress toward their academic/career goals

Objective 6: Plan to address consortium-wide professional development

Objective 7: Plan to leverage funding, resources and facilities

## ACTIVITIES: In order to address our problem or asset we will accomplish the following activities

- Identify/hire staff
- Update/maintain facilities
- Meet/collaborate with CAEP consortia
- Meet/collaborate with community and industry partners
- Align courses in pathways
- Schedule classes
- Promote classes
- Research the Guided Pathways Initiative
- Hold outreach events
- Create student educational plans to incorporate career class opportunities
- Leverage resources to offer Community

## OUTPUTS: We expect that once accomplished, these activities will produce the following evidence or service delivery

- Increase the number of instructors eligible to teach healthcare courses
- Increase awareness in the healthcare support worker program

## Assumptions:

- Will students want to take courses in Healthcare?
- Will the certificates lead to jobs?

## External Factors:

- Lack of facilities for clinical rotations.
- Lack of instructors who meet both the Department of Health and Community College minimum qualifications to teach.
- Competition with established for-profit agencies.
- High start-up costs.

## Short-Term Outcomes (12 Months) \*

We expect that if accomplished, these activities will lead to the following changes in the next year

- Increase the number of students enrolled in healthcare courses
- Increase in the number of students enrolled in the healthcare support worker program

## Intermediate Outcomes (1-3 Years) \*

We expect that if accomplished these activities will lead to the following changes in 1-3 years

- Increase the number of healthcare courses completed

**Long-Term Outcomes (3-5 Years) \***

We expect that if accomplished these activities will lead to the following changes in 3-5 years

- Increase the number of healthcare certificates completed

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

**Responsible person(s)**

Name
Chrissy Gascon
M'Liss Patterson

**Activity Name \***

Increase Capacity to Maximize Student Completions

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

- **In order to accomplish our set of activities, we will need the following:**
  - Students
  - Faculty
  - Staff
  - Administration
  - Outreach
  - Admissions and Records
  - Research/Data
  - RSAEC Members
  - RSAEC Community Partners
  - Marketing Company
  - Publications Team
  - Funding
  - Technology
  - Social Media Platforms
- **OBJECTIVES**
  - Objective 4: Plan to address the gaps in services
  - Objective 6: Plan to address consortium-wide professional development
  - Objective 7: Plan to leverage funding, resources and facilities

**ACTIVITIES: In order to address our problem or asset we will accomplish the following activities**

- Engage in a full-scale marketing campaign
- Participate and incorporate the Vision for Success Campaign
- Hold outreach events
- Produce student success stories
- Create a registration exit poll

- **OUTPUTS: We expect that once accomplished, these activities will produce the following evidence or service delivery**

- Generation of ads, brochures, campaigns
- Students attend and gather information from outreach events
- Completion of exit polls

- **Assumptions:**

- Will the target population be able to access/view the campaign/ads?
- Is the target population willing to enroll in the programs provided?
- Will the funding/resources be adequate and available?
- Will the long-term outcome also be the goal of the target population?

- **External Factors:**

- Programs are offered at multiple schools/training facilities and the target population has choices.
- Consider the current and underlying perception of adult education among the target population.

**Short-Term Outcomes (12 Months) \***

- Increase awareness in the community
- Number of people reached through the marketing campaign
- Number of hits on social media platforms
- Number of hits on RSAEC landing page
- Number of hits on RSAEC member website(s)
- Number of incoming phone calls

**Intermediate Outcomes (1-3 Years) \***

- Number of additional student enrollments as a result of the campaign
- Number of students who increase from 1-11 hours to 12+ hours of attendance

**Long-Term Outcomes (3-5 Years) \***

- Number of course completions

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

**Responsible person(s)**

**Name**

Chrissy Gascon

M'Liss Patterson

**Funds Evaluation****Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Garden Grove Unified</a>	\$2,542,329	Certified
<a href="#">Orange County Department of Education (Optional)</a>	\$0	Draft
<a href="#">Orange Unified</a>	\$11,174	Certified
<a href="#">Rancho Santiago CCD</a>	\$19,290,058	Certified
<a href="#">Santa Ana Unified (Optional)</a>	\$0	Draft
<b>Totals</b>	<b>\$21,843,561</b>	<b>3/5 Certified</b>

**Funds Evaluation \***

RSAEC's planned allocations align with the AB104 Guidelines and all past governance decisions that have been made by the executive members. The consortium is dedicated to the objectives, strategies, activities and outcomes set forth in the 3-year plan, which include increasing capacity to maximize student completion rates, increasing adult education and noncredit transitions to credit programs, expanding access and support services to students by offering flexible learning options such as online or hybrid courses, increasing career education opportunities and pathways 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 previous 3-year plans. RSAEC will continue to look at avenues to support the leveraging of funds between the consortium members. One area that members will be concentrating on over the next three years will be to leverage CAEP, Strong Workforce and Perkins allocations to support the collaborative efforts to grow career pathway opportunities between Garden Grove Adult Education and Santa Ana Continuing Education. 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 eight years ago.

## Certification

### Garden Grove Unified - Member Representative

**M'Liss Patterson**  
Director  
[mpatterson@ggusd.us](mailto:mpatterson@ggusd.us)  
(714) 663-6305

Approved by M'Liss Patterson

06/17/2022 02:22 PM PDT

### Orange County Department of Education - Member Representative

**Fatinah Judeh**  
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Approved by Fatinah Judeh

06/16/2022 09:41 PM PDT

### Orange Unified - Member Representative

**Lisa Green Orange Unified School District**  
Interim Executive Director Curriculum, Instruction, Secondary School Support  
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(714) 628-5446

Approved by Lisa Green Orange Unified School District

06/17/2022 07:38 AM PDT

### Rancho Santiago CCD - Member Representative

**Chrissy Gascon**  
Executive Director, Adult Education Block Grant  
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(714) 628-5969

**Eden Quimzon**  
Interim Executive Director  
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[murphy.edene@ccccollege.edu](mailto:murphy.edene@ccccollege.edu)

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Approved by Chrissy Gascon

06/16/2022 09:34 PM PDT

**Santa Ana Unified - Member Representative**

Ryan Murray

Coordinator of Special Education

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Approved by Ryan Murray

06/17/2022 02:47 PM PDT



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