

# 43 Rancho Santiago Adult Education Consortium

## Plans & Goals

### 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 as 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 (OCS), who 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 collective goals. In preparation to complete this document, consortium members took time to reflect on the recently completed three-year plan as well as past annual plans, the current census data, the impact of the pandemic, and the need for 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) 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 community needs and then looked at programs that support community members with their educational and workforce preparation skills. 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 looked at ways 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 from year one of the 2022-2025 plan to address gaps in service and to strengthen programs over the next year. 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 year, 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 with 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.

### **Regional Planning Overview**

RSAEC is continuously looking towards the future for improved ways to best serve the region's students. Over the past year, the members of the consortium worked diligently to improve the strategies in the 3-year plan while following the guidelines set by the state. The consortium's implementation of these goals will focus specifically on the areas that are among RSAEC's top priorities including addressing gaps in services and striving towards seamless transitioning of its students into both postsecondary education and the workforce. In addition to the 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 intended outcomes. With the experience and knowledge that the consortium has acquired over the past eight years, RSAEC is much better prepared to make data-informed decisions. By having the support of both a dedicated RSAEC researcher and programmer, along with MIS metrics and the Adult Education Launchboard, 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 goals stated in the consortium's 3-year plan. RSAEC has set forth clear outcomes with the ability to collect the evidence needed. By the end of year one of the 2022-2025 3-Year Plan, 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**

The key gaps in services and regional needs that were identified by RSAEC, include:

1. Adult Education/Noncredit Transition to Credit
2. GGAE and SAC Career Education Pathways
3. Expansion of Distance Education Support Services
4. Increase Healthcare Pathways
5. Increase Capacity to Maximize Student Completions

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

The Gaps in Services were identified through various means including RSAEC Consortium meetings, student surveys and meetings with community partners. RSAEC Executive Board members agreed upon the regional needs of the consortium that have been identified in the Annual Plan. Lastly, 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. Conducted 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.

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

RSAEC will measure effectiveness by using metrics that have already been put in place. These metrics include progress (specific to skills gains), student barriers, success (specific to completions of diplomas, certificates and college credit awards), transition (specific to postsecondary education and college credit pathways) and employment and earnings metrics that have been created and applied to the specific activities and strategies within the Annual Plan. In addition, RSAEC will use data gathered from quarterly fiscal reports, TOPSpro Enterprise, MIS and the Adult Education Launchboard to measure progress and overall effectiveness.

## Address Educational Needs

### 2022-23 Strategies

**Strategy Name**

Innovative Career Education Programs

**Activity that Applies to this Strategy**

Increase Capacity to Maximize Student Completions

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

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

**Strategy Description**

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.

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**Strategy Name**

New Curriculum & Articulation

**Activity that Applies to this Strategy**

Increase Capacity to Maximize Student Completions

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

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

**Strategy Description**

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 Name

Expansion of Support Services

### Activity that Applies to this Strategy

Increase Capacity to Maximize Student Completions

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

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, RSAEC will be able to 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.

### Strategy Name

Marketing

### Activity that Applies to this Strategy

Increase Capacity to Maximize Student Completions

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

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 Name**

Outreach

**Activity that Applies to this Strategy**

Increase Capacity to Maximize Student Completions

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

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

**Strategy Description**

Open and maintain Welcome Centers at key sites at Santa Ana College and Santiago Canyon College to assist continuing education students with any registration issues or questions. Center staff will also assist with WebAdvisor ID's, Self Service, Orientations, Searchable Schedule, CANVAS login information, usernames and passwords.

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**Strategy Name**

Site Expansion

**Activity that Applies to this Strategy**

Increase Capacity to Maximize Student Completions

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

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

**Strategy Description**

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.

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**Strategy Name**

Course Outline Revision

**Activity that Applies to this Strategy**

Expansion of Distance Education Support Services

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

- 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)

**Strategy Description**

GGAE will begin the process of updating all program outlines (including those to those specific to in-class and distance education) to support the Career and College Readiness (CCRs), English Language Proficiency Standards (ELPs), National Reporting Level Descriptors (NRS), and Integrated Standards for Technology Education (ISTE) technology standards. Instructors will calendar time to establish a review cycle and the revision for courses offered. Aligning course outlines will result in students achieving Educational Functioning Level Gains and will lead to maximizing student completions.

**Strategy Name**

Retention through Orientation

**Activity that Applies to this Strategy**

Increase Capacity to Maximize Student Completions

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

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

**Strategy Description**

All students attend a comprehensive orientation that provides a warm, inclusive, and informative environment. The presentation includes a guided student handbook, administrative and counselor representation, and a supportive testing experience.

**Strategy Name**

Open Access to Technology

**Activity that Applies to this Strategy**

Expansion of Distance Education Support Services

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

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

**Strategy Description**

Student Chromebook check out program is available for all students at GGAE. Sustained training in technology equipment and services during orientation and as needed in classrooms for students to access and be successful with the educational curriculum.

**Strategy Name**

GGAE and SAC Career Education Pathways

**Activity that Applies to this Strategy**

GGAE and SAC Career Education Pathways

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Host Santa Ana College noncredit and credit courses on campus by leveraging the use of the district's facilities to provide access for adults in the community to attend Adult Education, college, and certificate courses in the morning, afternoon, and evening on GGAE campus.

## Improve Integration of Services & Transitions

### 2022-23 Strategies

#### Strategy Name

Industry Roundtables

#### Activity that Applies to this Strategy

Increase Healthcare Pathways

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

- 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)

#### Strategy Description

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.

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#### Strategy Name

Expansion of AWD Programs

#### Activity that Applies to this Strategy

Increase Capacity to Maximize Student Completions

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

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

### Strategy Description

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.

### Strategy Name

Contextualized-Based Curriculum

### Activity that Applies to this Strategy

Adult Education/Noncredit Transition to Credit

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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 Name

Career Education: Adult Education/Noncredit to Credit Pathways

### Activity that Applies to this Strategy

Adult Education/Noncredit Transition to Credit

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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.



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**Strategy Name**

Articulation

**Activity that Applies to this Strategy**

Adult Education/Noncredit Transition to Credit

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

- 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)

**Strategy Description**

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.

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**Strategy Name**

Stackable Certificates

**Activity that Applies to this Strategy**

Adult Education/Noncredit Transition to Credit

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

- 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)

**Strategy Description**

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.

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**Strategy Name**

Co-Enrollment in Contextualized Courses

**Activity that Applies to this Strategy**

Adult Education/Noncredit Transition to Credit

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

- 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)

### Strategy Description

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 Name

Outreach: Transitional Assistance

### Activity that Applies to this Strategy

Adult Education/Noncredit Transition to Credit

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Expand outreach and transitional assistance to adult learners and work closely with Consortium and community partners to alleviate barriers to college enrollment and promote student success. Provide regular presentations to community-based organizations about noncredit courses and programs at the CCCD Colleges.

### Strategy Name

Resource Fair

### Activity that Applies to this Strategy

Increase Capacity to Maximize Student Completions

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

GGAE will calendar a resource fair, will calendar monthly workforce mobile unit and workshops. Emphasize the use of Cal Jobs to appropriate staff, and partners, to make referrals to partners and keeping track of those referrals in a more integrated and efficient process.

## Improve Effectiveness of Services

### 2022-23 Strategies

#### Strategy Name

Professional Development: Student Support

#### Activity that Applies to this Strategy

Expansion of Distance Education Support Services

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

- 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)

#### Strategy Description

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 Café.

#### Strategy Name

Professional Development: Instructional Online Resources

#### Activity that Applies to this Strategy

Expansion of Distance Education Support Services

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

- 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)

#### Strategy Description

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 Café.

#### Strategy Name

Professional Development: Conferences & Workshops

### Activity that Applies to this Strategy

Expansion of Distance Education Support Services

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

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 Name

Professional Development: Equity Training & Social Injustice Awareness

### Activity that Applies to this Strategy

Expansion of Distance Education Support Services

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

Provide professional development learning opportunities for faculty /teacher and classified/clerical staff centered on equity and inclusion. These trainings and dialogue will have a direct outcome on curriculum that is culturally responsive, inclusive, and integrates an asset-based approach to teaching. In the area of curriculum, provide professional development opportunities to assist instructors in revising course materials with a greater awareness of social injustices. 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.

### Strategy Name

Professional Development: Student Support Services

### Activity that Applies to this Strategy

Adult Education/Noncredit Transition to Credit

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

RSAEC will further develop relationships during 2022-23 with employers, community colleges, and community resource organizations in a manner that results in an increased number of students receiving transitional and supportive services. TOSAs, Full-time faculty, counselors, outreach staff and liaisons will calendar visits to colleges, workforce, and community partners to promote services and provide transitional individualized assistance for students.

### Strategy Name

Professional Development: Instructional Strategies

### Activity that Applies to this Strategy

Adult Education/Noncredit Transition to Credit

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

RSAEC will implement routine review of learner outcomes as identified on CAEP Summary and multiple TE reports. Instructors will be provided time to review educational research literature to be informed and kept current of innovations that result in Educational Functioning Level Completion Rates that will lead to the transition to post-secondary and credit pathways.

### Strategy Name

Professional Development: GGAE

### Activity that Applies to this Strategy

Expansion of Distance Education Support Services

### Metrics that Apply to this Activity/Strategy

- 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)

### Strategy Description

GGAE will offer weekly professional development and collaboration that includes technology related professional development from district and site TOSAs as well as curriculum, instructional strategies, and social emotional learning.

## 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.**

RSAEC's planned allocations align with the AB104 Guidelines and all past governance decisions that have been made by the executive members as well as the CAEP 3-Year Plan, which was submitted in August 2022. 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.

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

At GGAE, carry-over funds 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. OUSD, will use their carry-over funds for faculty and high school program instructional needs. 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 2021-2022 funds prior to using the 2022-2023 allocation.

## Certification

### Garden Grove Unified - Member Representative

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Approved by M'Liss Patterson

09/14/2022 08:58 AM PDT

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09/14/2022 08:45 AM PDT

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09/14/2022 10:30 AM PDT

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09/14/2022 08:36 AM PDT

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Approved by Dr. Lorraine Perez Santa Ana Unified School District

09/14/2022 11:55 AM PDT



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