

43 Rancho Santiago Adult Education Consortium

CONSORTIUM APPROVED

2024-25

Plans & Goals**Executive Summary**

The Rancho Santiago Adult Education Consortium (RSAEC) is in central Orange County which is home to four CAEP consortia. The region is mostly urban and has a population of 511,311, which represents a growth of 65,350 (12.9%) over the past three 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."

The collaborative focus of the consortium allows the team to work together when making decisions toward collective goals. In preparation to complete this document, consortium members reflected on the 3-year plan, current census data, and the need for greater awareness and implementation to address social injustices. In the past year, all consortium members and their staff have benefitted from additional training to support culturally relevant and responsive educational communities. GGAE administrators continued to participate in 16 hours of training to support equitable educational environments and all GGAE staff participated in an OTAN training with a focus on equity and access for students.

RSAEC's future focus will be to assist adult students with meeting their educational and workforce goals. RSAEC continues the 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 used data to identify and prioritize current community needs focusing on programs that support community members with educational and workforce preparation skills. Together, members developed a plan that will strengthen CAEP programs consortium wide. CAEP members also looked at ways to address gaps in current programs for adult learners, transitions for academic and career pathways and student support services.

At the close of the 2023-24 school year, GGAE demonstrated a 19% increase in EFL gains, an 18% increase in participants and a 35% increase in attendance hours. GGAE staff continued to work with OC Workforce Solutions and continued monthly calendared visits with the OC Mobile Workforce bus. SCC-CE saw a substantial increase in students entering healthcare programs with 327 certificates earned in areas such as CNA, Caregiver, Medical Assistant, Medical Billing, Lactation Educator Specialist and Behavior Technician compared to 164 earned in 2022-23 representing an increase of 99%. SAC-SCE developed contextualized curricula to meet IET requirements for WIOA and established partnerships with community partners and workforce development boards to increase direct hire opportunities upon completion of career training programs. Annual job fairs at SAC-SCE promote employer engagement and job placement.

Consortium members continue to strengthen relationships with community partners and leverage existing resources to benefit adult students and community members. RSCCD has partnered with the United Domestic Workers (UDW) to assist with upskilling their members with the focus on childcare and healthcare pathways. SCC-CE recently held four orientations with 78 members completing an interest request, 37 attending and 23 enrollments for fall classes. RSCCD continues to create new partnerships with industry, nonprofits, and area medical facilities to advance Allied Health opportunities, keeping the spirit of collaboration and a commitment to the CAEP guidelines. GGAE administration and counselors are permanent members of the Garden Grove Collaborative. In its second year as members, the partnership provided opportunities for GGAE to present at city events and to partner with nonprofits and local businesses. Over 300 students attended the second annual resource fair in the fall and over 200 students attended the college/career fair in the spring. SAC-SCE established partnerships with community partners and workforce development boards to increase direct hire opportunities upon completion of career training programs. Annual job fairs at SAC-SCE promote employer engagement and job placement. In 2023-24, nearly 275 students participated in a job fair, with 13 students hired on the spot.

Over the next year, RSAEC is committed to supporting students and the community with academic and career pathways that will lead to post-secondary education and career success. Prioritization will be placed on aligning with CAEP priorities. 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 continue to 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. With the awarding of two CAI planning grants in the areas of Pre-Apprenticeship, Medical Assistant and Apprenticeship, Licensed Vocational Nurse, plans to expand into apprenticeship are underway. Another area of concentrated focus will continue to be creating dual enrollment transition pathways for High School and High School Equivalency (GED/HiSET) students as well as contextualized based learning for ESL students. Emphasis in ESL supportive services will be placed in the area of Healthcare Pathways to align with the State Chancellor's Office as well as the increased demand that RSAEC has received from students. Consortium-wide professional development will also continue as 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 continues to move forward with the implementation of its goals, the approaches highlighted in the 3-year plan will be part of the consortium's overall vision to reach the intended outcomes. With the experience and knowledge that the consortium has acquired over the past ten 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, TOPSpro Enterprise data 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. Moving into year three of the 3-year plan, RSAEC has set forth clear outcomes with the ability to collect the evidence needed.

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 to Credit Transition
2. GGAE and SAC Career Education Pathways
3. Expansion of Distance Education Support Services
4. Expansion of Healthcare Pathways with Increased Support Classes for English Language Learners
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 3-year plan and other deliverables were discussed and voted on.
2. Attended 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 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

2024-25 Strategies

Strategy Name

Innovative Career Education

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.

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 TOSAs 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 RSAEC will continue to incorporate a variety of learning modalities including online, hybrid, virtual hybrid, hyflex, zoom, and in-person classes. These options provide students with equitable access and support individual learning styles. RSAEC will continue to offer additional student support services through dispersing free hotspots as well as textbook and laptop loaner programs. The college campuses will offer weekly food pick-up and hygiene kits distributed by the Basic Needs Centers located at SCC and SAC. Adult learners at SAC will have access to the health center at no cost. SAC students who successfully complete the career training requirements in CTE programs (Allied Health, Information Technology, and Culinary programs) are eligible to access industry recognized certification exams vouchers free of cost. In addition, students attending noncredit CAEP programs will be eligible for a free OCTA bus pass.

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 student electronic ID's, Self-Service, orientations, Searchable Schedule, CANVAS login information, usernames and passwords.

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.

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 two-day orientation that provides a warm, inclusive, and informative environment. The presentation includes a focus on the 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 occurs during orientation and as needed in classrooms for students to access and be successful with the educational curriculum. To continue students' technical training throughout the academic year, GGAE has established "Tech Wednesday". This is incorporated campus-wide in all programs to further develop students' digital literacy.

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

GGAE and Santa Ana College continue to partner and support each other with both noncredit and credit courses. The adults in the community benefit from the location and the opportunity to attend either morning, afternoon, or evening classes. The 24-25 school year will bring additional Santa Ana courses which include HVAC, automotive, digital literacy, and medical pathways. GGAE will 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 the GGAE campus.

Strategy Name

Expansion of Pre-Apprenticeship and Apprenticeship 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

Apprenticeship Programs prepare students for employment and integrates classroom instruction, on-the-job training (OJT), paid work-based learning experience and industry certifications. This holistic approach positions students for success while providing livable wages and directly benefitting underserved populations. RSAEC development of apprenticeship programs is a direct response to the Governor's goal to increase the number of apprenticeships in California from 93,365 to 500,000 by 2029. Santiago Canyon College Continuing Education has received two California Apprenticeship Initiative (CAI) Planning Grants to establish programs in Medical Assistant, Pre-apprenticeship, and Licensed Vocational Nurse (LVN), Apprenticeship. Santa Ana College School of Continuing Education continues to develop the Human Resources Assistant Apprenticeship and has joined efforts with credit programs to create noncredit to credit bridges for apprenticeships in Automotive, Child Development and Education, and Culinary.

Improve Integration of Services & Transitions**2024-25 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, industry and nonprofit partners so that the curriculum being developed leads to program accreditation and industry recognized certifications and/or licenses. Continue to develop healthcare curriculum that allows students to follow a path to employment success by incorporating stackable certificates that lead to higher wages or higher degree/certificate attainment.

Strategy 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 in-person 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, credit for prior learning, dual enrollment and mirrored classes within career education so that students can seamlessly transition into a pathway, which will lead to employment.

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 work on implementing AB1705 with each member's credit college counterparts. AB1705 (updated legislation connected to AB705) has changed how colleges place students and has opened up new challenges for students who still require help in English and math basic skills. RSAEC will continue to address new ways to assist students transitioning from noncredit/adult education courses to college credit courses such as creating college preparatory classes and/or support classes where needed.

Strategy 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.

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. In addition, it is the goal of the consortium to use the ELL Healthcare Pathways funding to expand co-enrollment of ESL students into programs leading to employment within allied health occupations.

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 local colleges.

Strategy Name

Increased Dedicated Career Education Counseling Support

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

Provide RSAEC students with comprehensive guidance, personalized attention, and enhanced resources to facilitate their successful entry into career-focused programs by increasing the number of counselors in the area of noncredit career education programs. Noncredit students come from diverse backgrounds, with unique academic needs and career aspirations. By offering specialized counseling services, RSAEC can better address the specific concerns of each student, identify their strengths, and align them with suitable career pathways.

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 continue to calendar an annual resource fair and monthly workforce mobile unit visits and workshops. We will continue to emphasize the use of Cal Jobs to appropriate staff, and partners, to support referrals and keeping track of those referrals in a more integrated and efficient process.

Improve Effectiveness of Services**2024-25 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 Google Classroom, Parent Square, ZOOM and Jabber.

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 online textbooks, online education resources (OER), ZOOM, CANVAS, Google Classroom, Parent Square and CANVA.

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 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

RSAC will further develop relationships during 2024-2025 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

RSAC will implement routine review of learner outcomes as identified on the CAEP Summary and multiple TOPSpro Enterprise 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 continue to offer weekly professional development and collaboration that includes technology related professional development from district and site TOSAs. Topics include 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 GGAE, and increasing educational opportunities in healthcare pathways. To reach these 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 year will be to leverage CAEP, Strong Workforce and Perkins allocations to support the collaborative efforts to grow career pathway opportunities between GGAE and SAC-CE. 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 full-time TOSAs, who were hired to oversee the work involved with the various strategies, will continue over the next year. Similarly, the allocation to support new regional centers and student support services is still as vital today as it was ten years ago.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

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. 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 carry-over funds for certificated staff and high school program instructional needs. Lastly, in-person consortium-wide professional development and conference attendance is planned. It is RSAEC's intention to fully expend 2023-2024 funds prior to using the 2024-2025 allocation.

Certification

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08/15/2024 10:42 AM PDT

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08/15/2024 10:39 AM PDT

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08/15/2024 04:27 PM PDT

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08/15/2024 03:28 PM PDT

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