

55 Santa Clarita Valley Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

College of the Canyons (COC) and Golden Oak Adult School (GOAS) have partnered together to serve adult learners in the Santa Clarita Valley with a broad array of developmental and career education courses that expand access and opportunity for thousands of existing and potential students. The consortium's vision, simply stated, is to support a comprehensive regional program for adult learners by fostering partnerships, streamlining pathways, and by creating support programs and courses to accelerate students toward their educational and career goals. Our districts (the Santa Clarita Community College District and the William S. Hart Union High School District) have a long history of collaboration, and the CAEP consortium efforts have served to expand on the tradition of service to our community. In the 2018-19 year, we successfully accomplished key goals including expansion of additional locations to aid in equity and access for students, incorporation of multiple data sources to provide sound analytics, discourse on shared data and registration systems, and inclusion of community stakeholders. We will continue with the development of visual pathway maps for students and the community as well as joint outreach promoting adult education in the Santa Clarita Valley. In addition, we will also continue our efforts toward course alignment, data protocols, and shared resources.

Regional Planning Overview

The three-year plan was developed based on several collaborative planning sessions, both in person and through remote work on shared documents. Each annual plan, including this one, is developed through a process that involves identifying the objectives from the three-year plan that are (and should be) achievable for the current plan year. The annual plan then summarizes both progress on overall three-year plan objectives, as well as targeted completion of items that are slated for the current year. Regular management team meetings and committee meetings will have agendas aligned with the planning documents, so as to ensure progress with our goals.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Lack of common data information and accountability processes to accomplish current and future goals (CAPACITY).

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

Given the results of our pre-planning efforts, our consortium management team formed a data subgroup charged with the task of examining the data for evidence of potential gaps in service, as well as any additional gaps that may emerge. In addition, discussion during management team, consortium governing board meetings, and a consortium retreat, yielded the agreement that our partnership seeks to improve on collaborative planning and strategy for budget development and align programs between members. We utilized the self-assessment tool as a guide to map out gaps in service that emerged from either the assessment results or from the data. As a result of both the data analysis and leadership conversations, and in alignment with the self-assessment tool, consortium members identified the consortium gaps. Suggested replacement: Currently there is no common data or accountability between consortium members. We recognize through discussion at our consortium retreat that this would be helpful as we serve students.

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

Development of a software matrix to illustrate common registration systems.

Regional Need #2

Gaps in Service / Regional Needs

Insufficient planning and strategy for budget development, as well as duplicate and competing services, both of which result in limited collaboration (CAPACITY).

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

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

Regular evidence in meetings of bylaw discussion with, perhaps, revision; as well as evidence of expenditure review and transparency between members, including some joint budget development.

Regional Need #3

Gaps in Service / Regional Needs

Infrequency of professional development curtails opportunities for faculty and staff to turn new knowledge into practice (CAPACITY).

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

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

Development of a shared professional development calendar and demonstration of an increase in the number of faculty participating in professional development.

Regional Need #4

Gaps in Service / Regional Needs

Scarcity of staffing and facilities resources can inhibit adult learning and limit sufficient levels of access to communities of need (CAPACITY).

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

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

Minutes and evidence of regular and documented discussion of bylaws and facilities planning, ongoing budget discussions, and use of consortium-aggregated data sources. Further, consider additional sources of funding.

Regional Need #5

Gaps in Service / Regional Needs

Limited engagement of prospective students from communities of high need to provide services in aligned program areas (CONNECTION).

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

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

Demonstrable progress toward development of a data-informed recruitment plan, an operational referral system, and a consortium-wide pathways map.

Regional Need #6

Gaps in Service / Regional Needs

Lack of aligned and articulated programs and pathways, sufficient number of knowledgeable counselors and/or advisors, and a referral system to direct students between consortium members (PROGRESS).

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

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

Demonstrable progress toward development of an operational referral system, a consortium-wide pathways map, and a joint educational plan template.

Regional Need #7

Gaps in Service / Regional Needs

Unaligned and incongruous assessment, placement, and individual learning plans (ENTRY).

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

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

Demonstrable progress toward development of recommendations for multiple measures assessment implementation and a joint educational plan template.

Regional Need #8

Gaps in Service / Regional Needs

Inadequate and inconsistent student support and transition services that do not sufficiently incorporate members and partners (ENTRY; PROGRESS; COMPLETION/TRANSITION).

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

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

Demonstrable progress toward development of an operational referral system, consortium-wide pathways map, and meeting agendas and minutes for partner collaboration sessions.

Gaps In Service

New Strategies

Strategy #1

Investigate the option of utilizing a shared (or common) data, registration system, and assessment (3YP, Immed Outcome 1; Activities 1 , 2).

Strategy #2

Continue to improve upon communication between consortium members, partners, and the community (3YP, Immed Outcome 2; Activities 14).

Strategy #3

Collect and organize relevant data in order to embrace a data-driven culture of planning and development (3YP, Immed Outcome 3).

Seamless Transitions

New Strategies

Strategy #1

Continue designing student-facing program and pathway maps (3YP, Activities, 12).

Strategy #2

Begin the design of a referral system for students (3YP, Activities, 11).

Strategy #3

Ongoing collaboration on new and existing academic programs (3YP, Activities 4).

Student Acceleration

New Strategies

Strategy #1

Work on the coordination of educational plans consortium-wide (3YP, Activities, 13).

Strategy #2

Continue the conversation around collaborative curriculum alignment and communication of new programs in order to accelerate student progress (3YP, Activities, 3, 4).

Professional Development**New Strategies****Strategy #1**

Engage in collaborative staff development for office staff, including site visits (3YP, Activities, 6).

Strategy #2

Implement and integrate professional development opportunities for faculty advisement/mentorship of students, andragogy, and discipline specific topics (3YP, Activities, 7).

Leveraging Resources**New Strategies****Strategy #1**

Facilitate regular budget and facilities planning meetings (3YP, Activities, 5).

Strategy #2

Conduct annual review of staffing resources (3YP, Activities, 8).

Strategy #3

Conduct annual review of consortium bylaws (3YP, Activities 9).

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.

Our planned allocations remain largely consistent with past allocations for our consortium. Most of the investment is in staffing in order to support consortium operations and growth. Our three-year plan and our annual plan both highlight goals that primarily center around efficiencies, and many of these efficiencies will be best achieved with our existing investment in personnel. We will continue to review our budget and expenditures throughout the year and will continue to improve alignment of spending with our planning documents. Our partnership seeks to improve on collaborative planning and strategy for budget development.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Our spending of carry-over funds supports the same distribution of funds for our consortium spending. Part of the reason we are working on consortium efficiencies through many of our objectives has to do with the fact that our carry-over funds continue to get smaller in size each year; so we need to continue to approach a sustainable budget without carry-over in the next two years. A portion of the carry-over funds from the 2018-19 year will be utilized for promotion of our programs, including a digital marquis to be installed outside Golden Oak Adult School.

Certification

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