

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 2019-2020 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 while addressing particular barriers during Spring 2020 due to COVID-19. We will continue efforts to address student learning including cross-disciplinary and inter-agency visual pathway maps, as well as outreach and promotion of adult education in the Santa Clarita Valley. In addition, we will also continue our efforts toward course alignment, data protocols, and shared resources to more effectively serve our populations.

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 to insure progress toward our goals. In light of COVID-19 restrictions, several planned items were cancelled and must be restructured to allow for virtual activities where appropriate.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Improve processes of common data information and create 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, discussions with the management team, consortium governing board meetings, and a consortium retreat, yielded the agreement that our partnership seeks to improve on collaborative planning and strategies for budget development and to 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. We continue to improve upon and expand processes for incorporation of consortia data to drive activities and address needs of students during these uncertain times. Additionally, we used student survey data to assist us in re-envisioning what we can do as a group in light of COVID-19 restrictions.

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

The data subgroup will review additional information and students' need to close gaps and improve inter-agency communication. Efficacy can be measured by enrollment and articulation data as well as shared data to highlight transitions and leveraging of resources along with a data protocol.

Regional Need #2

Gaps in Service / Regional Needs

Insufficient planning, strategies for budget development, and duplicate or competing service result in limited collaboration for CAEP programs (CAPACITY).

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

A subgroup has been set up to evaluate ESL overlap with a goal to streamline offerings. Further, professional development for GED and HiSET/HSD will be reviewed to possibly leverage resources such as shared faculty, software, or facilities, pending State regulations surrounding COVID-19.

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

We are in agreement that our partnership seeks to improve on collaborative planning and strategies for budget development and program alignment between members. We utilized the Three Year Plan self-assessment tool as a guide to map out gaps in service that emerged from either the assessment results or from 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. Efficacy will be measured by completion of strategies to achieve closing of the stated gap, including a budget subcommittee outcomes, curriculum alignment, attendance and practical application of tools learned through surveys after professional development opportunities.

Regional Need #3

Gaps in Service / Regional Needs

Scarcity of funding and other 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?

Budgetary restrictions with funding decreases highlight the need for inter-agency cooperation to leverage resources efficiently and with purpose. More now than ever, necessity requires addressing needs of under-served populations to address equity and access with a variety of instructional modes to attain educational goals while out of work, at home with children, or a myriad of other socioeconomic considerations on top of the impact of COVID-19. State and local data indicate disturbing numbers of unemployed and disenfranchised possible student populations.

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

Budgetary planning and leverage of resources will include many possibilities. A transition coordinator or educational advisor may be shared to assist with costs, to streamline transitions for students between members, and a referral process will be put in place (3 Year Plan) and these resulting data can highlight efficacy.

Gaps In Service

New Strategies

Strategy #1

Creation of data protocols will be used for planning and tracking of outcomes.

Strategy #2

A budget committee will review resources and investigate shared staffing and facilities as well as grants or other avenues to generate funds and to leverage scarce resources and to provide transparency.

Strategy #3

A curriculum committee will review courses and duplicate services for streamlining.

Seamless Transitions

New Strategies

Strategy #1

Successful deployment of multiple measures strategy to placement and progress assessment, as allowed by CAEP (Three Year Plan: Year Two Intermediate Outcomes).

Strategy #2

Move forward with student-facing programs and pathway maps (3YP, Activities, 12).

Strategy #3

Implement designed referral system between members (3YP, Activities, 11) which can be accessed remotely by appropriate referring staff members.

Strategy #4

Shared transition advisor to guide students through pathways

Student Acceleration

New Strategies

Strategy #1

Career Development and possible other courses to be offered to adult school students.

Strategy #2

CollegeNow! Program to allow High School Diploma students to earn college credits.

Professional Development

New Strategies

Strategy #1

Highly-active participation in professional development between faculty and staff (3YP, Intermediate Outcomes, Year Two) such as access to online teaching offerings and CETL or non-credit courses at COC.

Leveraging Resources

New Strategies

Strategy #1

A budget committee will be established for transparency and leveraging of resources. Possibilities include shared facilities, training, technology, and staff such as a Career Exploration courses and counseling or transition specialists.

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 percentages regardless of State overall allocations or COLA. 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 shared resources such as staff and facilities. 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, and will further discuss allocation percentages to best fit the needs of our students.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Should any carry-over be available, the budget committee will review the information and develop strategies for maximum efficacy.

Certification

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