

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, launch of a shared data mechanism, leverage of resources, and complementary curricular decisions. Due to circumstances presented by COVID-19, increased course offerings online and professional development to support faculty were also incorporated. For the 2021-22 year, we will continue efforts to address student learning including cross-disciplinary and inter-agency visual pathway maps, move forward with consortium data protocols, expand cross-promotion of programs, provide counseling and transfer assistance to students, and maintain outreach to the community. The allocations are consistent with our three-year plan and a budget committee has been established to continue identification of resources to leverage.

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 as well as loop-closing on the current annual plan. 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. Several program areas were changed due to COVID-19; therefore, our new plan will incorporate planning for reopening of in-person instruction.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Launch data protocols and process between members to identify areas of need and cross-reference to Dashboard for accuracy and recognition of trends. (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, our data group has developed internal processes for stronger reporting as a result of our work with representatives from West Ed in recognition of items missing on the Dashboard. We continue to improve upon and expand processes for incorporation of consortia data to drive activities and address needs of students.

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

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 protocols. Further, we will continue our work with WestEd to insure Dashboard data is accurate.

Regional Need #2

Gaps in Service / Regional Needs

Insufficient planning, strategies for budget development, and lack of coordination with curriculum creation resulted in limited collaboration for CAEP programs (CAPACITY).

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

A curriculum committee was established to go through programs and courses. Possibilities for pathways, complementary programs, and competing programs were identified.

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

The curriculum group will meet quarterly with interim meetings as necessary when new curriculum is approved. This transparency will enable both members to create more complementary programs based on community need. Efficacy can be established by enrollment and transfer data as well as course and program completion data.

Regional Need #3**Gaps in Service / Regional Needs**

Scarcity of funding and other resources can inhibit adult learning and program growth for communities in 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?

Effectiveness can be measured by growth of programs and enrollment as well as increase of funds garnered through grants in addition to continued budget meetings to identify areas where funds, programs, or services can be leveraged.

Gaps In Service**New Strategies****Strategy #1**

Data protocols will be written in conjunction with a data sharing MOU between members. Current data will be reviewed for Quarters 2 and 4 by the data subcommittee and recommendations will be made to the Management Team.

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.

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

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

Strategy #3

Provide transition and career counseling to adult school students.

Strategy #4

Launch student-facing pathway maps

Student Acceleration

New Strategies

Strategy #1

Coordination of career and counseling services will launch to provide pathways for students to reach goals in a shorter time frame.

Strategy #2

Career Skills as well as summer and winter offerings at the college can assist students in keeping on track with their goals. Reciprocity of marketing and referrals to keep students informed of options.

Strategy #3

Creation of brochure for pathways to develop one-year pathway option

Professional Development

New Strategies

Strategy #1

The California Adult Literacy Professional Development (CALPro) and the Outreach and Technical Assistance Network (OTAN) training will be offered to college educators. A professional development committee will be developed to promote opportunities for faculty and staff.

Strategy #2

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 will be extended to adult school faculty and staff.

Leveraging Resources

New Strategies

Strategy #1

Shared job development, counseling, or Career Exploration, including higher level ESL

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 shared resources. 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 2021-22.

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

Certification

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