

65 Ventura County Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

Together, VCAEC members provide essential programs and services to help adult learners improve their skills and obtain marketable, industry-recognized certificates and degrees. In recent years, the consortium has seen significant growth in the range and scale of services provided across the county, and particularly, in rural West County areas of Fillmore, Santa Paula, as well as Ojai and Moorpark. It has also grown in its capacity to coordinate resources and collectively address regional needs for adult education programs and services. While many of the adult schools and colleges comprising the consortium's membership have a shared history, it is only recently that agencies have been able to come together under a common mission and vision for the future of the county. As the first step toward realizing the strategic priorities identified in the three-year plan, member agencies will seek to implement the following: * Pilot high school diploma program in Santa Paula (SPUSD) * Leverage regional partners to provide space for offsite ESL and Spanish in the Workplace programs (SPUSD, OJAI, VACE, OXNARD) * Incorporate contextualized basic skills into Hospitality and Food Handler programs (VACE), residential building, and caregiving (OXNARD, FILLMORE, VCCCD) * Expand job development services for the Food Service and Hospitality Program Todd Road Jail (VACE) * Manufacturing, manicuring, business and computing (SIMI) * Expand to new Moorpark location and provide HSE prep, Computer Literacy for ESL students, and Citizenship Preparation Course (MUSD) * Partner with Southwestern Carpenters Union to create new carpentry program (contingent on funding to offset shortfall needed to build new area on existing site) (SIMI) * Pilot program in Solar Energy in conjunction with VCCCD (FILLMORE) * CTE computer pathway with all MOS certification classes offered through Microsoft Imagine Academy and one additional basic computer class at Fillmore Active Adult Center (AAC) (FILLMORE) * Expand caregiving and ESL computer-based courses (CONEJO) * Establish ETS Testing Center for HiSET, NABCEP (North American Board of Certified Energy Practitioners) and any other ETS products in high demand (GRE, TOEFL, Praxis, Parapro) (FILLMORE) * Pilot Dedicated ABE class for pre-ESL population as part of regular sequence of leveled ESL classes 1 / 2 / 3 (FILLMORE) Over the next year, consortium members will work to deepen the connections between agencies and the community through collective outreach, shared professional development for faculty and staff, all while expanding core service offerings across all allowable program areas. It is an exciting time, and we look forward to the challenge ahead.

Regional Planning Overview

The consortium plans to conduct three-year planning activities following guidance provided by the CAEP office and learnings from gap analyses conducted as part of the recent three-year planning effort.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Communication / outreach to underserved populations

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

Zip code analysis of current levels and types of services, regional demographics, and student characteristics

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

of programs developed in underserved areas; # of students enrolling in courses from underrepresented communities; # of students completing educational milestones

Regional Need #2

Gaps in Service / Regional Needs

Expanded opportunities for shared professional development

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

Evaluation of current offerings and roundtable discussions with stakeholders

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

The consortium has developed a shared professional development plan that includes staff and faculty, as well as a design for communities of practice to support ongoing knowledge sharing and continued growth. Additional measures may include: # of shared professional development activities conducted; # of PLCs established# of new programs developed

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

Integrated education and training / contextualized learning opportunities

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

* Census data on unemployment, English language ability, and educational attainment* Enrollment data

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

of students enrolled in IET / contextualized learning# of students achieving EFL gains# of students achieving industry certifications

Regional Need #4**Gaps in Service / Regional Needs**

Programs to improve literacy, numeracy, and employability skills, as well as citizenship preparation to English language learners

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

* Census data on students who speak English less than well* Enrollment data

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

* # of students enrolled * # of students completing training * # students achieving EFL gains * # of students passing citizenship exam

Regional Need #5**Gaps in Service / Regional Needs**

Adult Basic Education, Adult Diploma, GED and HiSET training opportunities

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

* Census data on students with less than HSD or equivalent* Enrollment data

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

* # of students enrolled * # students achieving EFL gains * # of students earning HSD / HSE

Regional Need #6**Gaps in Service / Regional Needs**

Data quality and reporting

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

Analysis of student data and reporting systems

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

of agencies with representatives participating in the data group COP# of shared documents / policies established to improve data quality

Gaps In Service**New Strategies**

Strategy #1

(a) Continued expansion of education and training opportunities in all allowable CAEP programs with a particular focus on programs and services to communities of high-need; (b) Expansion of ABE / ASE programs leading to HSE / HSD; (c) Continued expansion of ESL programs and services to communities of high-need; (d) Continued support for regional work readiness training and job placement; (e) Expansion of CTE and Integrated Educational Training programs in priority sectors

Seamless Transitions**New Strategies****Strategy #1**

(a) Collaborate to expand services to older adults in need of computer literacy for reentry into the workforce; (b) Identify and implement common curriculum for workforce readiness skills certificate; (c) Collaborate with regional partners to provide workforce and integrated educational and vocational training in priority sectors to communities in need; (d) Collaborate with regional partners to expand CTE offerings in priority sectors

Student Acceleration**New Strategies****Strategy #1**

(a) Expand course offerings leveraging blended, online, and other modalities to accelerate student progress in CTE and ESL; (b) Expand evening and distance learning opportunities for CTE students; (c) Pilot Burlington English Core with ESL Students; (d) Collaborate with regional partners to expand workforce and integrated educational and vocational training in priority sectors to communities in need

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

The consortium will seek to improve alignment and professional development through the establishing of communities of practice and convening faculty across program areas. Additionally, the Consortium will: (a) Establish data working group comprised of representatives from each participating agency to standardize reporting and data collection; (c) Participation in CASAS annual trainings; (d) Convene program area faculty to identify opportunities for cross agency and cross-program collaboration, (d) Participate in CAEP trainings and webinars

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

Member agencies will seek to enhance existing collaborations with VCEDA, Strong Workforce, and regional WDBs, and particularly in the areas of ESL and reentry populations.

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.

All planned activities conform to the funding requirements set forth by the State. All services are aligned to CAEP program areas and are conducted following the goals set forth in the three-year plan.

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

The Consortium anticipates that it will expend all remaining funds in accordance with State guidelines by the end of the planning period.

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