

# 65 Ventura County Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Members of the VCAEC have and continue to show extraordinary resilience and resourcefulness in these still uncertain times. Consortium agencies pivoted to online distance learning in CAEP core program areas, created, and engaged in professional development around education and pedagogy, retrofitted onsite learning environments, and worked together to create a supportive and safe environment for students and staff. Investments in technology, professional development, and virtual community building were critical to ensuring success last year. The coming year will focus on continuing the work stalled by the COVID-19 epidemic while applying lessons learned and innovating program delivery models to increase program enrollment and student success across all CAEP programs. Outreach and engagement, particularly among underserved populations, remains a priority for the Consortium. Indeed, equity will be at the heart of the upcoming three-year planning effort, as will be identifying opportunities to expand career-focused education and training in resilient industries and occupations.

### Regional Planning Overview

The strategies identified in this annual plan align and expand upon those identified during the three-year planning cycle and documented in the VCAEC three-year plan. Initiatives identified are informed by guidance provided by the CAEP office and learnings from prior gap analyses and will continue to be implemented following state and consortium policies.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Outreach and services to communities of need

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

Analysis of current levels and types of services, regional demographics, and student characteristics

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

Number of students enrolling in courses from underrepresented communities; Student performance/progress as measured by CAEP and WIOA

### Regional Need #2

#### Gaps in Service / Regional Needs

Programs in computer literacy

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

Student surveys and data collected via faculty and other stakeholders

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

Evaluation of attendance and persistence data; Participation and achievement rates; Formal and informal measures of student satisfaction and access

### Regional Need #3

#### Gaps in Service / Regional Needs

IET / career-focused training in in-demand occupations

#### 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; and data collected via student surveys, input from faculty, advisory groups, and external partners

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

Students enrolled in IET / contextualized learning; Students achieving EFL gains; Students achieving industry certifications; Students being placed into jobs

**Regional Need #4**

**Gaps in Service / Regional Needs**

Professional development in online and hybrid instruction

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

Input from faculty and administrators

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

Satisfaction rates among faculty; student persistence and performance

**Regional Need #5**

**Gaps in Service / Regional Needs**

Programs / services for incarcerated / reentry populations

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

Collaboration with local partners

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

Course / program completion; job placement

**Gaps In Service**

**New Strategies**

**Strategy #1**

All VCAEC programs are designed to address gaps and maintain service levels in ABE/ASE, ESL, and CTE programs. Key strategies for the upcoming program year include: (a) Continued local communication/recruitment of underrepresented populations; (b) Continued expansion/exploration of hybrid and online course offerings (c) Expand CTE course offerings that yield in-demand industry-recognized certifications in the Fillmore area; (e) Expand programs designed to reduce recidivism and facilitate successful reentry of the prison population; (f) Expand efforts among agencies and partners to identify and provide training opportunities in high-demand, resilient industries and occupations

**Seamless Transitions**

**New Strategies**

**Strategy #1**

The VCAEC uses WIOA and CAEP placement and assessment tools and rubrics for ABE/ASE and ESL programs and regularly engages in sharing, strategizing, and discussing program design and implementation of career-focused training programs targeted to address regional workforce needs. Key strategies include (a) development of IT pathway and logistics pre-apprenticeship programs aligned Strategies for this year include:(a) Expand hybrid and online course offerings and other modalities to accelerate student progress in ABE/ASE, ESL, and CTE; (b) Develop workforce readiness program to address needs of adult learners in the Ojai area; (c) Expand CTE programs in Fillmore and Moorpark area with a possible focus on CTA,

medical front and back-office training, IT, solar technology, and culinary; and (d) Continue to explore opportunities for integration and collaboration with the community college district and workforce development board

## Student Acceleration

### New Strategies

#### Strategy #1

The VCAEC will continue to provide programs designed to expedite student progress toward their educational and professional goals. Areas of focus for the coming year include:(a) Incorporate workforce readiness into program offerings in the Ojai and Conejo Valley areas; (b) Apply CASF Grant to provide computer literacy training to low-income families residing near the Ventura Avenue area (pending approval of grant extension); (d) Incorporate contextualized basic skills (IET) into Food Service and Hospitality programs, Caregiver, Para-Professional Educators, Computer Skills and (e) expand Food Service and Hospitality to female inmates at Todd Road Jail

## Professional Development

### New Strategies

#### Strategy #1

(a) Continued support for data team community of practice (CoP); (b) Continued professional development on hybrid and online delivery models; (c) Participation in CASAS / CAEP trainings and webinars

## Leveraging Resources

### New Strategies

#### Strategy #1

The VCAEC will continue collaborating with internal and external partners to efficiently and effectively utilize available resources. Key strategies for the coming year include:(a) Pilot collaboration with external partners, including the Latino Family Literacy Project, to support K12 student success programs in Moorpark area; (b) Cultivate relationships with employers in the Fillmore area to identify skills gaps and training/placement opportunities for adult students; (c) Administer third and final year of Prison-to-Employment (P2E) program designed to place the formerly incarcerated into jobs with local businesses.

## 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 outlined in the three-year plan.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

The VCAEC anticipates that it will expend all remaining funds per State guidelines by the end of the planning period.

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