

# 65 Ventura County Adult Education Consortium

## Plans & Goals

### Executive Summary

The vision of the Ventura County Adult Education Consortium is to create a collaborative, seamless, integrated student pathway system that is supportive, equitable, and responsive to community needs. Its mission is to deliver essential programs and services in adult basic and secondary education, English language learning, and career education and training to help adult learners cultivate the skills they need to live, work, and thrive.

VCAEC membership includes Ventura County's eight adult schools (Conejo Valley, Fillmore, Moorpark, Ojai, Oxnard Union, Santa Paula, Simi Valley, and Ventura Unified), the Ventura County Office of Education, and the Ventura Community College District. Member allocations for the coming program year were informed by evaluations of local needs and member agency effectiveness and were made following state policies. The VCAEC will collaboratively monitor progress and provide support to members throughout the year to help ensure proposed strategies come to fruition or make adjustments to strategies should change in community needs dictate.

Notable accomplishments from the 2021-22 program year include the following:

- The VCAEC saw significant increases in enrollment and outcomes, including a 22% increase overall in instructional hours, and (students 12+ instructional contact time), a 43% increase in Measurable Skills Gains Enrollees, 42% increase in Educational Functioning Level Gains, a 42% increase in HSD/HSEs earned, and a 96% increase in students entering employment, among many others.
- Conejo expanded its IET in Health to include physical therapy aid and medical technology and made marked progress toward achieving pre-COVID enrollment levels.
- Fillmore Adult School expanded marketing efforts to include commercials for use on their website and social media while weathering major changes in district administration.
- Moorpark Adult School put into effect a marketing plan that included sending postcards to every household in Moorpark; it created school social media accounts, engaged students, staff, and educational partners in its rebranding efforts; established relationships with local industry; expanded career training offerings in CNC, and increased its administrative capacity.
- Ojai saw notable growth in its K12 parent success program and continued to engage its community and partners to promote programs and better understand community needs.
- Oxnard dramatically increased partnerships to bringing classes into communities, while also expanding online / hybrid / high-flex courses in ESL and ABE/ASE.
- Ventura Adult and Continuing Education's (VACE) career technical education programs continue to exceed the Council on Occupational Education's requirements for graduation, training-related placement, and licensure (C-86%, P-96%, L-100%). Its successes in administering its Prison to Employment (P2E) Program earned it the 2022 Promising Practice Award at the 2022 CASAS Summer Institute. VACE was also invited to serve on a panel devoted to the P2E program at the 2022 Meeting of the Minds Conference.
- Ventura County Office of Education improved infrastructure for registration, took strides to increase visibility and capacity using social media, internet radio advertising.
- Simi Institute for Careers & Education has returned to pre-COVID levels of enrollment and program hours and undertook the initial planning stages of creating a Construction Trade Center, which could eventually offer apprenticeships in the construction, electrical, and plumbing trades.
- Ventura County Community College District has been working with Oxnard and Moorpark Adult Schools to explore co-location strategies and develop pathways.

For the coming year, core areas of focus for the VCAEC are 1) rebuilding programs decimated by the COVID-19 pandemic through shared marketing or other means; 2) expanding the reach and types of programs and services available to adult learners, including digital literacy; 3) increasing the types and quality of collaboration with community partners; 4) improving capacity to support academic / career planning, track student progress, and facilitate student transitions; and 5) creating or exploring opportunities for shared professional development, particularly around topics related to equity and access.

### **Regional Planning Overview**

The annual planning process drew on the work undertaken as part of the three-year planning cycle. This included a review of the three-year plan, followed by an analysis of quantitative and qualitative data collected from students, faculty / staff, and partners, as well as member agency plans and priorities developed and shared during facilitated planning retreats, scheduled meetings, or through process documents generated or shared during three-year planning. Analyses of student performance drawn from LaunchBoard / TOPSPRO, LMI data provided by the Workforce Development Board, and US Census data were also revisited to help inform and clarify strategies included in this annual plan.

## **Meeting Regional Needs**

### **Regional Need #1**

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

As noted in the VCAEC's recent three-year plan, there is a large gap in the supply and demand for adult education programs and services. The consortium currently enrolls about 2% of the adult ESL population and the population in need of a high school diploma or equivalent, respectively. Likewise, consortium agencies serve between 8% and 14% of those needing short-term career training overall. Digital literacy has also emerged as an essential skill for personal and professional growth. Add to this the sharp decline in enrollments over the past two years, particularly among ESL students, and the need for adult education becomes exceptionally clear.

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

Resources used to assess regional needs included demographic and labor market data drawn from the US Census, US Bureau of Labor Statistics, California Adult Education 2021 Fact Sheets, Cal-PASS Plus Adult Education Pipeline, State of California Employment Development Department, WestEd California Regional Education to Workforce Dashboard, the Workforce Development Board of Ventura County, and the Ventura County Civic Alliance. Surveys or structured conversations with students, faculty/staff, and community/workforce partners also helped identify the regional need for adult education programs and services.

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

The VCAEC will continue to monitor financial expenditures captured in NOVA in conjunction with quarterly evaluations of enrollment, retention, and outcomes using data from TOPSPRO and LaunchBoard against targets set in the consortium's 2022-25 three year plan. Agencies will strive to support one another in their efforts to promote and implement their local plans, as well as to ideate and develop new and innovative approaches to meeting the academic and career training needs of adults within the region. Member allocations will be adjusted following board policies and state mandates as needed.

## **Address Educational Needs**

### **2022-23 Strategies**

#### **Strategy Name**

1.1.1 Expand or enhance online/hybrid/distance learning opportunities

**Activity that Applies to this Strategy**

1.1 Expand online/hybrid/distance learning

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Strategy Description**

Member agencies will create or adapt three (or more) new courses / programs for online / hybrid / distance learning in CTE, ESL, or ABE/ASE

**Strategy Name**

1.1.2 Provide technology or other materials and resources

**Activity that Applies to this Strategy**

1.1 Expand online/hybrid/distance learning

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Strategy Description**

Members will provide devices, portable printers, “take-home” kits, or other materials to students who require them to participate in hybrid/distance learning courses.

**Strategy Name**

1.2.1 Establish and convene marketing committee

**Activity that Applies to this Strategy**

1.2 Shared marketing / targeted outreach

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

Charter and convene marketing committee to explore avenues to increase the visibility of programs and increase enrollment region-wide. Committee will be convened between 1-3 times and close the year with recommendations for how to best use shared resources to promote programs and services.

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**Strategy Name**

1.2.2 Expand existing marketing efforts

**Activity that Applies to this Strategy**

1.2 Shared marketing / targeted outreach

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

Member agencies will increase local marketing and recruitment efforts.

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**Strategy Name**

1.3.1 Increase or expand CTE course offerings

**Activity that Applies to this Strategy**

1.3 Increase course offerings

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Strategy Description**

Consortium members will expand CTE & workforce preparation program offerings. Programs include life / career planning, paraeducator, construction trades, CNA, caregiver, culinary, and food service & hospitality (Todd Road Jail).

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**Strategy Name**

1.3.2 Expand offsite / co-located ESL & ABE/ASE programs

**Activity that Applies to this Strategy**

### 1.3 Increase course offerings

#### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

#### Strategy Description

Member agencies will increase offsite ESL to sites across the county, including elementary schools (Rio, Oxnard, Oceanview), high schools (Channel Islands, Hueneme, Oxnard, Pacifica), as well as Oxnard College and the City of Oxnard Housing Authority. Additionally, VACE will leverage partnership with VUSD Extended Learning Opportunities Director to place courses onsite at DATA Middle School.

#### Strategy Name

1.4.1 Support digital upskilling curriculum development and field testing

#### Activity that Applies to this Strategy

1.4 Support Digital Upskilling Initiative

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

Consortium members will coordinate to establish shared standards / competencies, support the development of curriculum & supplementary materials, and subsequently field test program at selected sites.

#### Strategy Name

1.5.1 Establish & convene planning committee

#### Activity that Applies to this Strategy

1.5 Increase enrollment in Santa Paula / Fillmore

#### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

### Strategy Description

Establish & convene planning committee to explore ways to build capacity and increase enrollment among populations in Santa Paula & Fillmore

### Strategy Name

1.5.2 Conduct student focus group(s)

### Activity that Applies to this Strategy

1.5 Increase enrollment in Santa Paula / Fillmore

### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

### Strategy Description

Hold F2F focus group(s) with Santa Paula / Fillmore students to better understand gaps and needs

## Improve Integration of Services & Transitions

### 2022-23 Strategies

#### Strategy Name

2.1.1 Increase visibility / awareness of program offerings across agencies

#### Activity that Applies to this Strategy

2.1 Improve academic or career-planning supports

#### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### Strategy Description

Members will explore ways to expose existing students to college and career prospects through intra- & cross-agency program & site visits or other methods.

**Strategy Name**

2.1.2 Enhance orientation processes or establish / improve college / career goal planning & tracking

**Activity that Applies to this Strategy**

2.1 Improve academic or career-planning supports

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Strategy Description**

Member will explore creating new or implementing improvements to orientations for new/returning students, and creating articulated plan for facilitating and tracking students transitioning between ESL levels, adult basic education, high school diploma and equivalency, career technical education programs, higher education, and entrance to the workforce.

**Strategy Name**

2.1.3 Explore partnerships to support student transitions or bridge program(s)

**Activity that Applies to this Strategy**

2.1 Improve academic or career-planning supports

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Strategy Description**

Establish bridge programs with coordinated counseling and transition support between program areas (ESL / ABE to ASE & CTE), and cross-segmentally with Moorpark and Oxnard colleges. Additionally, explore opportunities to embed or co-locate CC counseling or support staff.

**Strategy Name**

2.2.1 Create / expand IET/IELCE programs in key industry sectors

**Activity that Applies to this Strategy**

2.2 Expand IET/IELCE Learning Opportunities

**Metrics that Apply to this Activity/Strategy**

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

Consortium members will create or expand IET/IELCE offerings in key sectors, including Health (CNA), Advanced Manufacturing (CNC, Machine Technology), Business (Office Clerk); ESL/IET component to be added to Landscaping, and Custodial at TRJ.

## Improve Effectiveness of Services

### 2022-23 Strategies

#### Strategy Name

3.1.1 Identify shared PD opportunities

#### Activity that Applies to this Strategy

3.1 Expand staff professional development

#### Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

Explore findings from the survey of faculty/staff and develop plan for collaborative PD

#### Strategy Name

3.2.1 Identify avenues for professional development around implicit bias

#### Activity that Applies to this Strategy

3.2 Increase cultural awareness and diversity

#### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

Collaborate to identify workshop or training opportunities for faculty / staff to better understand and address implicit bias / improve cultural competency

#### Strategy Name

3.3.1 Improve pre- / post-test scores



**Activity that Applies to this Strategy**

3.3 Improve Data Collection and Analysis

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

Establish baselines and targets by agency for pre- and post-test scores & develop strategies for tracking and improving outcomes

**Strategy Name**

3.3.2 Adapt consortium survey or equate local surveys for consortium-wide implementation

**Activity that Applies to this Strategy**

3.3 Improve Data Collection and Analysis

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Strategy Description**

Establish annual student survey or identify core items for use in equating to local surveys.

**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.**

The VCAEC board allocates funding to each member agency based on prior year allocations and regular evaluations of expenditures and community needs. Expenditures are reviewed quarterly and funding decisions are made collaboratively following board and state policies. While the VCAEC is a direct-funded consortium, the board also earmarks funds to support shared initiatives and staffing. These funds are held by Ojai Unified School District which serves as the consortium's fiscal banker.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

Strategies identified as part of the three-year and annual plans were designed to help ensure carryover remains at or beneath recommended levels. To minimize the likelihood of excess carryover from year to year, and to ensure AEP funding allocations may be used to achieve the maximum benefit possible for students in the region, the VCAEC reviews member carryover quarterly. Member agencies with annual carryover in excess of 40% following the close of the fiscal year are required to provide a narrative explaining the reason for the carryover and provide a plan and timeline for expending remaining carryover funds for approval by the consortium. If a member is not able to develop a plan for the expenditure of carryover funds that are aligned with the approved plan, those funds will be made available for other consortium projects. Within two quarters

following the close of the prior fiscal year, agencies will be evaluated for progress made toward approved plans. Agencies with carryover in excess of 50% of their original carryover amount and/or total available AEP funding equal to or greater than 80% of their total annual allocation may be asked to release a proportion of extant carryover funds for use by the Consortium. Any carryover funds that have not been expended or encumbered by the end of the fourth quarter of the following fiscal year will be returned to the Consortium for use in support of shared initiatives or redistribution to consortium members pursuant to policies governing requests for funding and approval.

## Certification

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09/13/2022 02:41 PM PDT

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