

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 13, 2021, 10:43 PM UTC Joe Trejo

# 67 West Hills College Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The West Hills Adult Education Consortium (WHAEC) will continue enhancing educational programs and expanding course offerings through its partnerships with educational institutions, workforce development organizations, employers, and community members while focusing on student success and completion. During fiscal year FY 2020-2021, WHAEC members experienced a decrease in enrollments due to Covid 19. During FY 20-21, the consortium served 1,212 students. Currently, six of nine consortium members offer Adult Secondary Education (ABE) programs for high school diploma, of which two are ACS/WASC accredited adult schools (Accrediting Commission for Schools, Western Association of Schools and Colleges). Three members now offer High School Equivalency(HSE) preparation courses at six sites in our service area. This past year these ASE/HSE courses graduated 78 students. Additionally, four members provide Adult Basic Education (ABE) courses to address the gaps in high school attainment. Eight consortium members offering English as Second Language (ESL) courses and have implemented CASAS pre and post-testing. All members track the ESL enrollments, and demographic information is entered into the CASAS/TOPSPRO/MIS database as mandated by the State of California Adult Education Program (CAEP). ESL/Citizenship courses expanded as demand continues to grow in the service area. Consortium-wide, we had 9 students who learned sufficient English, passed the citizenship exam, and became US citizens. WHAEC members expanded their Career Technical Education (CTE) training, including basic computer skills, forklift certifications, truck driving, bus driving, and residential electrical. WHAEC had 101 participants who completed these skills training. Plans are underway to increase CTE course offerings in areas such as computer literacy, manufacturing, Microsoft office, and other training, based upon identified labor market demand. The colleges will continue to offer Non-Credit ESL, High School Diploma Equivalency/GED, classes for students with disabilities, and computer literacy Certificates of Achievement, which will provide a pathway into advanced CTE and/or College Academic degree programs. A consortium goal for FY 21-22 is to continue strengthening students' transition to post-secondary education and solidify post-secondary education pathways. WHAEC members received extra funding for FY 20-21 to provide direct post-secondary transitional services to their students to support our goals. For FY 21-22, the colleges' goal is to hire a Pathways Navigator to work directly with adult learners. WHAEC members will refer their college-ready students to meet with a college Pathways Navigator to discuss career options further and develop a college educational plan. As a result of the COVID 19 pandemic, the members migrated ESL, Citizenship, ABE, HSE, and computer literacy courses to a virtual modality to comply with the State of California COVID 19 Health and Safe recommendations and instruction has been provided via zoom to continue to meet the students learning needs. CAEP staff worked in a hybrid model and provided virtual services to students. Teachers and faculty received the necessary technology to teach the classes effectively virtually. WHAEC's goal is to resume all classes face-to-face in August 2021. However, if necessary online classes will be available. In response to the Covid 19 impact, WHAEC members will continue to work with employers to identify local job demand needs to expand high-demand short-term CTE courses based on local needs to fill identified gaps in service within our region. In addition, WHAEC staff and instructors will work with students to identify their needs and connect them with technology resources in our colleges, school districts, and community. Computer skills and access continue to be an area for improvement for adult learners, and the means to fill this gap will continue to focus in the coming year. The WHAEC consortium addresses systemic racial injustices within its members and partners by ensuring equitable services are provided to all students. All WHAEC members have bi-lingual (English/Spanish) staff to provide equitable services to students. In addition, WHAEC consortium members will continue to collaborate on planning their courses and use the TOPSPRO reports to identify students' barriers and connect them to additional services in the service area. Lastly, the WHAEC director will review the Data Integrity Report quarterly with members to identify performance levels for continuous improvement of CAEP programs. The WHAEC quarterly data review meetings will provide members the opportunity to review their agency performance data and create a performance action plan if necessary. Data-driven meeting discussions will assist members in understanding their current performance goals and recognize growth.

### Regional Planning Overview

The WHAEC has implemented regional strategies to improve program performance and address our rural communities' academic/training needs. WHAEC will analyze local labor market information data to determine vocational training needs in

the region. WHAEC will expand/implement a regional marketing plan to further increase outreach to rural communities in our service area.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Need for additional short-term CTE classes availability.

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

These findings are based on data from TOPSPro, Census data, and community/student feedback. According to the Central Valley/Mother Loge Center of Excellence Environmental Scan Report and the current state of California drought/Covid 19 situations, we have a job demand for Agriculture, Water and Environmental technologies, education services, Health Care, Social Services, and Transportation Services.

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

Student progress is measured through number of students enrolled, CTE completion rates, and the number of students obtaining or retraining employment.

### Regional Need #2

#### Gaps in Service / Regional Needs

Need for resuming and expanded courses for adult learners/immigrants, including VESL, ESL, Computer Technology, ESL/Citizenship classes, and courses for adults to develop knowledge and skills to assist k12 children in succeeding academically and CTE skill-building courses in the underserved rural communities.

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

Research provided, student feedback, and input from consortium members in the region informed gaps. The gaps previously identified are still relative based on information from multiple agencies, local employers, and follow-up interviews with enrolled students. Additionally, we have experienced increased requests for short-term vocational ESL and CTE courses. CASAS testing of students continues to identify computer literacy/technology skills.

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

Monitor the increase in ESL, VESL, Computer/Technology, CTE, course for adults to develop knowledge and skills to assist k12 children in succeeding academically and Citizenship course offerings and tracking student enrollment, progress, persistence, completion, and continued education and/or job outcomes.

### Regional Need #3

#### Gaps in Service / Regional Needs

Improved CTE pathways, education options, and informed scheduling options for students.

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

This gap was identified via individual student interviews, Members DIR, marketing items, labor market reports by the CCCO Center of Excellence, and the WHAEC website. Based on the FY 20-21 DIR data and Adult Education Dashboard, students lack transitioning to post-secondary education.

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

Effectiveness and progress are measured by reporting the number of students who enroll in post-secondary and follow up with students and colleges to ensure students transitioned successfully. Members will continue to review DIR and Dashboard to measure post-secondary transition performance outcomes.

## Gaps In Service

## New Strategies

### Strategy #1

Provide ABE/ASE/HSD/HSE courses/programs in all rural areas. New course sections offered with expanded schedules to include morning, evening, and weekend scheduling options to improve student access, ability to complete pathways, and improve student success. Continue to expand local partnerships to take advantage of all available student support services to increase outreach, course persistence, student services, and completion rates.

### Strategy #2

Continue expanding courses for adult learners, including VESL, ESL, Computer Technology and Citizenship, CTE classes, and courses for adults to develop knowledge and skills to assist k12 children to succeed academically. Continue expanding the pool of ESL faculty/teachers. Collaborate with community organizations to offer additional ESL/Citizenship courses and services.

### Strategy #3

Assure all adult learners continue to receive career guidance services and clearly understand available career options, academic pathways, and scheduling options. Expand marketing district-wide and create flyers in two languages (English and Spanish) to promote multiple pathways from ESL to post-secondary and understand career options, pathways, and opportunities. Each member provides multiple pathway information such as ESL to post-secondary programs, HSE to career, etc. This information will be disseminated to students at each course orientation, each school site, and online.

## Seamless Transitions

### New Strategies

#### Strategy #1

During FY 21-22, WHAEC members will implement an expanded list of courses, and members will connect students with services in their institutions or communities. Additionally, members will connect CAEP college-ready students with the community colleges' Counselors and academic advising specialists to receive advice on career options, develop an educational plan, inform on requirements/pre-requisites, set long-term goals, financial aid information, and student support services.

#### Strategy #2

During FY 21-22, partner community colleges plan to hire two Pathways Navigators dedicated to Adult Learners. These navigators will focus on recruiting adult learners into Non-Credit programs, CTE Programs, college degree programs, and assisting K12 partners and adult learners with accessing resources at the colleges.

## Student Acceleration

### New Strategies

#### Strategy #1

WHAEC members will coordinate the course offering to reduce the duplication of courses and expand on CTE courses selection to meet the job demand need. The class schedule will be well planned to eliminate dates and times conflicts. The use of the CANVAS learning management system by colleges will allow more hybrid offerings, utilize computer-based instruction, and will prepare students to transition to college. Continue implementation of block scheduling to match seasonal work hours and provide supplemental instruction to small groups and one-on-one support. Pre and post-testing will be conducted to ESL, HSE, HSD, and Citizenship students to ensure students are making progress to continue their educational pathway.

## Professional Development

### New Strategies

#### Strategy #1

WHAEC director and support staff will facilitate TOPSpro training for instructors; the director will facilitate member effectiveness with each member and consortium training. WHAEC director and staff will continue to inform members, teachers, faculty, and staff of State and Local training, including CCAOE, COABE, CAEP AEP, CASAS training, and other professional development opportunities. CTE instructors are encouraged to attend local and regional CTE conferences and workshops to connect with additional business and industry partners and gain insight into the latest equipment, skills, and labor trends. In addition, WHAEC directors will coordinate adult education pathways training for members, staff, and instructors.

## Leveraging Resources

### New Strategies

#### Strategy #1

WHAEC will continue to leverage the WHCCD High School Equivalency resources with the High School Equivalency Program and the WHCL GED program to extend the availability of the classes in the service area. K12 and colleges will leverage general funds to expand the adult education services. In addition, all WHAEC members will leverage the colleges' Pathways Navigator services to connect CAEP students with CTE programs/college education. Lastly, WHAEC members will leverage Workforce Innovation and Opportunity Act job readiness services, vocational skills training services, and supportive services to expand services to students.

## 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 WHAEC agencies have an approved consortium voting member to ensure they have an equal voice in distributing funding to meet their program needs. The programs are a culmination of information from each member and include consortium-wide goals to develop both annual and 3-year plans. This format assures all are informed and have a clear direction for consistent expenditure alignment with overall CAEP goals toward addressing gaps in services in our region. All members are on schedule to expand course offerings with no concerns about utilizing the funds in the allotted timelines. As required by the State Office of CAEP, K12 members will get their courses approved by CDE to use CAEP funding, and all members will only use the CAEP funds in the approved seven CAEP areas of services.

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

The WHAEC members are on track to use all the carryover from FY 19-20 by December 2021. Due to COVID 19 constraints, consortium members anticipate a carryover of FY 20-21 funds as well. However, the consortium plans to reinstate all their classes when they receive approval from their school district. This area is addressed by expanding courses/programs, and members are prepared to expend FY 20-21 funding well within guidelines. Most members plan to increase the number of CTE course offerings and outreach activities to fill those offerings within the communities they serve.

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