

67 West Hills College Consortium

Plans & Goals

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 the fiscal year FY 2021-2022, WHAEC members experienced a decrease in enrollments due to Covid 19. During FY 21-22, the consortium served 1,442 students. Currently, three of eight consortium members offer Adult Secondary Education (ABE) programs for high school diploma courses, of which two are ACS/WASC accredited adult schools (Accrediting Commission for Schools, Western Association of Schools and Colleges). Four members now offer High School Equivalency (HSE) preparation courses at six sites in our service area. This past year these ASE/HSE courses graduated 82 students. Additionally, three members provide Adult Basic Education (ABE) courses to address the gaps in high school diploma attainment. Seven consortium members are offering English as Second Language (ESL) courses and have implemented CASAS pre and post-testing. All members track the California Adult Education Program (CAEP) enrollments, and demographic information is entered into the TOPSpro/MIS database as mandated by the State of 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, HVAC, and residential electrical. WHAEC had 239 participants who completed these skills training. Plans are underway to increase CTE course offerings in areas such as computer literacy, manufacturing, Microsoft office, construction trades, welding, 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 22-23 is to continue strengthening students' transition to post-secondary education and solidify post-secondary education pathways. CAEP funding was increased for FDUSD, LUHSD, CHUSD, WHCC, WHCL, and GPUSD for FY 22-23 to make the funding allocation more equitable. The future CAEP allocations will be consistent with the three-year plan to sustain all the programs and promote growth. WHC Coalinga and Lemoore's goal is to have the Pathways Navigators work with consortium adult learners to provide transitional services. WHAEC members will refer their college-ready students to meet with a college Pathways Navigators to discuss career options further and develop a college educational plan. All WHAEC members resumed their CAEP classes in-person and implement new technology to meet students' current needs. 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 technology access continue to be an area for improvement for adult learners, and the means to fulfill this gap will continue to focus on the coming year. The WHAEC consortium addresses systemic racial injustices within its members and partners by ensuring that 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 reports will provide members the opportunity to review their agency performance and create a performance action plan if necessary. Data-driven meeting discussions will assist members in understanding their current performance goals and implementing growth.

Regional Planning Overview

WHAEC members will continue to collaborate on program implementation, development of career pathways, and industry sector strategies with a variety of partners, including regional partner organizations, the National Farmworker Job Program, High School Equivalency Program, Kings County Job Training Office, and Fresno County Workforce Investment Board. The

WHAEC and WIOA San Joaquin Valley and Associated Counties (SJVAC) regional planning aligns to offer courses in-demand industry sectors for the consortium 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 Computer Literacy Classes

The implementation of technology continues to grow rapidly. Adult learners need to obtain computer literacy skills to stay in the workforce and advance their education.

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

The Computer Literacy regional gap was identified based on data from TOPSPRO, student surveys, members' CAEP programs quality assessment, and community/student feedback. During the 21st century, computer skills are required for adult learners to thrive personally and professionally due to the digital world that we live in. WHAEC's goal is to continue to prepare the students to use computerized software to improve their academic skills and use technology to improve their learning outcomes.

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

WHAEC will allocate CAEP funding to offer computer literacy classes consortium-wide. WHAEC will measure the effectiveness of the computer literacy classes by providing a pre and post-assessment to measure the students' skills. In addition, WHAEC will track student enrollment, progress, persistence, completion, and continued education and/or job outcomes.

Regional Need #2

Gaps in Service / Regional Needs

Need for English as a Second Language, and Citizenship classes

The WHAEC service area has a great need for ESL and Citizenship classes in their underserved rural communities. Adult learners need to obtain the necessary language skills to stay in the workforce, become citizens of the US, and advance their education.

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

The ESL and Citizenship regional gap was identified based on data from TOPSPRO, student surveys, members' CAEP programs quality assessment, and community/student feedback. WHAEC's goal is to continue to prepare the students to have the necessary language skills to transition to Career Technical Education (CTE) and college courses to improve their learning outcomes.

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

WHAEC will measure the effectiveness of the ESL and Citizenship classes by providing a CASAS pre and post-test to obtain measure skills gains. In addition, WHAEC will track student enrollment, progress, persistence, completion, and continued education and/or job outcomes.

Regional Need #3

Gaps in Service / Regional Needs

Need for Career Technical Education (CTE) Courses

WHAEC will provide CTE courses to meet the regional job demand need. Adult learners need to obtain the necessary industry-based skills to stay in the workforce and have the opportunity to promote.

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

The CTE gap was identified based on data from TOPSPro, student surveys, members' CAEP programs quality assessment, and community/student feedback. WHAEC's goal is to continue to prepare the students to obtain the required industry skills to meet the workforce occupations' needs and use the skills to improve entry employment and wage increase outcomes.

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

WHAEC will measure the effectiveness of the CTE classes by tracking student enrollments, progress, persistence, completion, and job placement outcomes.

Address Educational Needs

2022-23 Strategies

Strategy Name

Expand ESL courses to other cities in the WHAEC service area

Activity that Applies to this Strategy

English As Second Language Instruction

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Educational Needs: WHAEC adult learners have a high educational need in their rural communities. The ESL classes will assist students to advance in their education and employment.

Barriers and Gaps in Services: Adult learners face transportation, and technology barriers in their rural communities. CAEP courses need to be offered in the adult learners' communities to close the transportation and access to technology gaps.

Short-Term Outcome: WHAEC's goal is to assist 481 students to enroll in ESL courses. WHAEC's goal is to increase ESL enrollments by 5% yearly.

Strategy Name

Expand High School Diploma/High School Equivalency Courses in the WHAEC area

Activity that Applies to this Strategy

HSD/HSE Diploma Instruction

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Educational Needs: WHAEC adult learners have a high educational need in their rural communities. The HSD/HSE will assist students to advance in their education and employment.

Barriers and Gaps in Services: Adult learners face transportation, and technology barriers in their rural communities. CAEP courses need to be offered in the adult learners' communities to close the transportation and access to technology gaps.

Short-Term Outcome: WHAEC's goal is to assist 90 students to complete the HSD/HSE. WHAEC's goal is to increase HSD/HSE competition rate by 5% yearly.

Strategy Name

Provide Computer Literacy Courses in the WHAEC services area

Activity that Applies to this Strategy

CAEP Orientation and Enrollment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Educational Needs: WHAEC adult learners have a high educational need in their rural communities. The computer literacy courses will assist students to have access to an equitable education, and advance in their education/employment.

Barriers and Gaps in Services: Adult learners face transportation, and technology barriers in their rural communities. CAEP courses need to be offered in the adult learners' communities to close the transportation and access to technology gaps.

Short-Term Outcome: WHAEC's goal is to assist students with equitable education and increase general enrollments in the CAEP courses. WHAEC's goal is to increase CAEP enrollments by 5% yearly.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Improve the process for students transitioning to postsecondary and the workforce

Activity that Applies to this Strategy

HSD/HSE Diploma Instruction

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Educational Needs: WHAEC adult learners have a high educational need in their rural communities. The transitional services will assist students to advance in their education and employment.

Barriers and Gaps in Services: Adult learners face barriers in accessing college student services due to the distance between the rural communities. CAEP transitional services need to be offered in the adult learners' communities to close the access to college student services gaps.

Short-Term Outcome: WHC Coalinga and Lemoore Pathways Navigators will work with adult schools to provide transitional services in the consortium services area. In addition, CAEP staff will assist adult learners in transitioning to available courses in their CAEP programs. WHAEC's goal is to increase enrollments, ESL, and HSD/HSE completion by 5%.

Strategy Name

Expand Pathways Navigators and Counselors engagement services with students to maximize services

Activity that Applies to this Strategy

CAEP Orientation and Enrollment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Educational Needs: WHAEC adult learners have a high educational need in their rural communities. The integration of academic advising and counseling services will assist students to advance in their education and employment.

Barriers and Gaps in Services: Adult learners face barriers in accessing college student services due to the distance between the rural communities. CAEP transitional services need to be offered in the adult learners' communities to close the access to college student services gaps.

Short-Term Outcome: WHAEC CAEP members will integrate academic advising and counseling services into their programs. WHAEC's goal is to increase course completion by 5%.

Strategy Name

Coordinate course offerings between consortium members

Activity that Applies to this Strategy

CAEP Orientation and Enrollment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Educational Needs: WHAEC adult learners have a high educational need in their rural communities. The coordination of CAEP course offerings among CAEP members will ensure that courses based on students' needs are offered in the services area.

Barriers and Gaps in Services: Adult learners face transportation, and technology barriers in their rural communities. CAEP courses need to be offered in the adult learners' communities to close the gaps.

Short-Term Outcome: WHAEC's goal is to increase CAEP enrollments by 5%.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Educate Adult Learners on CAEP services

Activity that Applies to this Strategy

Recruitment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

CAEP members will provide a CAEP orientation to new students, and they will inform students about services, and program metrics requirements. This activity will assist with student enrollment, retention, and will inform students about CAEP services in their communities.

Educational Needs: WHAEC adult learners have a high educational need in their rural communities.

Barriers and Gaps in Services: Adult learners face transportation, and technology barriers in their rural communities. CAEP courses need to be offered in the adult learners' communities to close the transportation and access to technology gaps.

Short-Term Outcome: CAEP staff will orient all new students and increase enrollments by 5% yearly.

Strategy Name

Provide professional development to CAEP staff on programs' new metrics

Activity that Applies to this Strategy

CAEP Orientation and Enrollment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

WHAEC director and CAEP members will provide training to their CAEP staff on new program metrics. The objective of this activity is for staff to be informed of CAEP requirements and implement the required metrics in their program.

Educational Needs: CAEP training is needed for new staff and administrators.

Barriers and Gaps: CAEP staff work on other projects and might not have access to the CAEP metrics.

Short-Term Outcome: CAEP staff will have the required program knowledge to assist in the improvement of the program enrollments and completion by 5% yearly.

Strategy Name

Continue professional development to share best practices between members.

Activity that Applies to this Strategy

CAEP Orientation and Enrollment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

WHAEC director and CAEP members will share best practices between members. The objective of this activity is for administrators and staff to implement innovative ideas and practices to improve their programs.

Educational Needs: WHAEC members need to continue to implement the usage of technology and leverage classroom technology to improve the quality of the courses.

Barriers and Gaps: CAEP members have access to different technology resources for their programs.

Short-Term Outcome: CAEP staff will have the required program knowledge to assist in the improvement of the program enrollments and completion by 5% yearly.

Strategy Name

Take a consortium-wide recruitment approach

Activity that Applies to this Strategy

Recruitment

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

WHAEC director and CAEP members will take a consortium-wide recruitment approach. The objective of this activity is for administrators and staff to implement innovative recruitment ideas and practices to increase program enrollments.

Educational Needs: WHAEC members need to continue to implement the usage of technology, social media, and leverage recruitment resources to increase program enrollments.

Barriers and Gaps: CAEP members have access to different technology resources for their programs.

Short-Term Outcome: CAEP staff will reach a wider adult student population and these recruitment activities will assist in the improvement of the program enrollments and completion by 5% yearly.

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.

WHAEC will allocate funds according to the 3-Year Plan and subsequent Annual Plans under the provisions of the law and guidance from CAEP. WHAEC members in good standing will receive at least as much funding as they did the previous year.

For any year for which the CAEP allocation of funds to the consortium is less than the amount allocated in the prior year, the amount of funds to be distributed to a member of the consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased as specified in CA. EC 84914.

Leverage funding sources include WIOA II grants, CalWORKs, K12, federal funding, and community college in-kind funding.

WHAEC's local needs will be taken into account, such as labor market projections and changing demographic data. Efforts will continue to be made to ensure that all regions and populations are served, with attention to those that are underserved and underrepresented. WHAEC members will continue to make their K12/college classrooms available at no cost to other members in the consortium.

WHAEC members will continue the braiding of CAEP funds, with state, federal, and other local funds to maximize the level of services to adult learners.

ABE, HSE, ESL, computer literacy, and short-term CTE courses will continue to be funded with high priority. WHAEC members will offer courses that are accessible to working students, and this may require an investment in technology or software for schools and students. WHAEC's priority is to invest in its staff by providing professional development to promote innovation.

WHCC and WHCL are planning to continue to fund the Pathways Navigators to assist adult schools to transition their students to college. WHAEC director and members support the allocation of funds that will result in increased training opportunities and integration of ESL, adult basic skills education for students in the service area that will lead them to self-sufficiency.

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

WHAEC will use the FIFO (First In, First Out) report to track that members are expending the CAEP funding within the required 30 months. In the event that members are not able to provide a plan to expend the funds six (6) months prior to the expiration of the funds, members have to agree to pass the funds to other members who can expend the funds by providing additional classes by the 30-month deadline. Any pass-through funds from CAEP member to member will be approved by the consortium members during the final CAEP allocation approval. In the event, that a CAEP member is not able to expend their expiring allocation by December 31, 2022, it will be up to the description of the WHAEC director on how funds will be reallocated and used in accordance with the State Office of CAEP regulations.

In addition. WHAEC will use the Consortia Report on Governance compliance of Rules and Procedures, the CAEP Fiscal Management Guide, and AB104/CAEP Program Guide to ensure that programs are in compliance with carryover.

Certification

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