

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Jan 22, 2019, 11:29 PM UTC Kim Haglund

55 Santa Clarita Valley Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

College of the Canyons (COC) and Golden Oak Adult School (GOAS) have partnered together to serve adult learners in the Santa Clarita Valley with a broad array of developmental and career education courses that expand access and opportunity for thousands of existing and potential students. The consortium's vision, simply stated, is to provide a robust, comprehensive program supporting adult learners in the Santa Clarita Valley. Our districts (the Santa Clarita Community College District and the William S. Hart Union High School District) have a long history of collaboration, and the AEBG consortium efforts have served to expand on the tradition of service to our community. In the 2017-18 year, we successfully accomplished many of our goals either substantially or to completion. We continued expansion of comprehensive orientation programs, identified transition courses, integrated career exploration components into GED preparation courses, implemented guidance and counseling services for students, pinpointed processes for ESL guidance and counseling, structured staffing roles based on student need as a consortium, and isolated avenues for braiding existing funding as well as explored sources of new funding. Additionally, we have identified accelerated instructional models in conjunction with dual enrollment to be implemented in Fall 2018. We will continue with development of visual pathway maps for students and the community as well as joint outreach promoting adult education in the Santa Clarita Valley. We will also continue our work with course alignment.

Regional Planning Overview

In the 2018-19 program year, we plan to build upon many of the goals we established for the previous year while also looking to address gaps in service such as identifying additional funding streams, finding new sites for classes, and considering staffing changes to improve efficiency. Our allocations for the 2018-19 program increased from the previous year due to a COLA augmentation. To that end, we believe the allocations are structured in such a way as to allow us to continue the work we started in earnest last year. Our consortium three-year plan addressed goals of program alignment, program relevance, coordination, ample student service, and professional development. The 2018-19 Annual Plan continues to focus on these general categories by identifying additional resources needed to make continued improvement a reality.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Facilities and offerings: space to offer classes during the day with adequate parking, transportation, and identifying ideal locations where core populations exist who have education levels below high school.

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

SCV Economic Outlook and Claritas data indicate a 9.7% overall increase in population with significant increases in the number of residents with education levels below high school, particularly in Castaic/Val Verde, Newhall, and Canyon Country. Additionally, SCV Transportation data reflect highest riderships on routes 5, 6, and 12 to Newhall and Canyon Country.

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

Enrollment data by facility and location compared to baseline data from 2017-18 will be used to measure progress in addition to outcomes and completion rates.

Regional Need #2

Gaps in Service / Regional Needs

Lack of sufficient funding incentives to support growth of adult education programs in the K-12 System.

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

Given fixed consortium funding, coupled with rising costs for personnel, goals of growing the program are limited.

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

The consortium will continue to pursue additional funding channels or braided funding solutions, and will support existing advocacy efforts. Program growth and total available budget can be measures of success.

Regional Need #3

Gaps in Service / Regional Needs

Lack of predictive analytics or prospective enrollment data to support program growth and development.

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

We have updated demographic data from Claritas, SCV Economic , and COC, and GOAS data. ,

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

Progress should be measured by the extent to which new demographic campaigns and/or marketing efforts are employed and by increases in student enrollment. We will seek the development of data models which assist with projection of needs and services.

Regional Need #4

Gaps in Service / Regional Needs

Marketing/outreach to pertinent populations to provide service in the 7 AEBG areas.

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

Anecdotally, staff, faculty, and students claim lack of awareness of programs and offerings. According to both GOAS and COC survey data, the majority of respondents have heard about offerings by word of mouth, with approximately ¼ of respondents learning about services and programs from mailers/flyers.

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

Consider student/family/ instructor -centered marketing to target populations best benefitted by consortium services and programs as member student populations differ in need and goals. Use enrollment data and outcomes to analyze effectiveness.

Regional Need #5

Gaps in Service / Regional Needs

Creating pathways to employment

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

Overall, 20.91% of SCV residents are living below the poverty level according to census, SCV Economic Outlook, and Claritas data.

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

Market and form community partnerships for workforce training (including IET, VESL, and CTE) Explore possibilities for pre-apprenticeships/apprenticeships and track program enrollment and outcomes/gains.

Gaps In Service

New Strategies

Strategy #1

Pursue joint marketing and outreach events to improve enrollment in 7 AEBG programs

Strategy #2

Explore expanding facilities and match course offerings to community needs such as HSE/HSD, ESL, and employment pathways.

Strategy #3

Build and expand upon community partnerships to create employment pathways via CTE, VESL, IET, explore pre-apprenticeship or apprenticeship programs

Strategy #4

Construct clear process and timelines for obtaining information such as prescriptive analytics, demographic, and other data as needed. Explore consortia-wide data needs and discuss timeline for obtaining more information to ascertain additional gaps which can be filled.

Seamless Transitions

New Strategies

Strategy #1

Develop a visual map of pathways for students and the community

Strategy #2

Demonstrate course alignment across ESL curriculum

Strategy #3

Create pathway from IET courses to credit/non-credit degree or industry certificate

Strategy #4

Identify and/or develop Open Educational Resource (OER) texts for adult learners

Student Acceleration

New Strategies

Strategy #1

Advisors/counselors/teachers work with students to develop career and learning plans using a visual map of pathways

Strategy #2

Explore additional accelerated models to move students through course pathways

Strategy #3

Develop and support programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

Strategy #4

The Consortium is doing additional research and data collection to determine which pre-apprenticeship opportunities would serve the needs of our students. The Consortium will use this research to create a list of partnerships and opportunities with

local unions and employers as part of this investigation. This is an emerging area for our Consortium and we will spend at least one year in the planning cycle.

Strategy #5

The consortium will consider innovations to improve transitions such as, prior learning assessment, digital badges or certifications, or ePortfolios

Professional Development

New Strategies

Strategy #1

Create public calendar of professional development events for faculty and staff

Strategy #2

Devise a more robust process for tracking professional development events attended by faculty and staff

Leveraging Resources

New Strategies

Strategy #1

Continue to consider facilities partnerships that may yield additional space for class offerings as well as employment pathways

Strategy #2

Consider faculty alignment between members and explore opportunities to provide pathways for shared assignments

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

As a two-member consortium, we engage in a coordinated effort to reach consensus on activities and budgets and align the allocations accordingly. Allocations are proportionally equivalent to past years' allocations and reflect the financial needs of each member to support adult students in the Santa Clarita Valley. The method of direct funding allows us a more efficient means of access to funding for each member. Our regular fiscal and activity reports are discussed with the consortium management team and submitted as informational board reports. After discussion, budget and narrative reports are submitted by each member and certified. The allocation has changed to include the COLA amount. Members have 100% agreement to adjust the allocation amounts to be increased proportionally from the last CFAD to include the additional COLA.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Most of the carry over funding from prior years is related to funding for additional classroom sites and other capital outlay. The leasing process is complex and involves unpredictable timing with permitting, tenant improvements, and other lengthy processes. As such, though we had originally intended for our leases to be executed over a year ago, many of these setbacks put delays in the process. During that time, we allocated and saved funds in order to cover those costs, but those funds have

carried over to the present due to the delays. We anticipate still using these funds to cover these capital outlay costs, but the burden has shifted to this coming year. The identification of and establishment of additional classroom sites is consistent with our planning process, particularly with the previous annual plans. We expect to be fully spent of our next year's funds by end of June 2019, which is the established goal.

Certification

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2018-08-15

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