

# 65 Ventura County Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

Despite funding delays, health, and the COVID-19 epidemic that continues to threaten the health and wellbeing of the citizens of Ventura County, VCAEC agencies have endeavored to administer their programs successfully. Key accomplishments from this year include expansion and relocation of school sites to better connect with and serve communities of need; establishing a new HiSET testing center; new Microsoft Office Certification courses introduced in Fillmore and Santa Paula; increased visibility and community engagement through community service partnerships with the Ventura Chamber of Commerce, Ventura Unified School District Board Meetings, Special Education Advisory Committees, among others; strong completion, licensure, and placement rates in CTE and workforce programs, as well as increased HSD completions rates. The coming year's priority will be to identify ways to improve and increase programs and job opportunities for adult students under the new conditions imposed by the coronavirus epidemic. Consortium agencies have already begun implementing online distance learning in CAEP core program areas. They are exploring new and innovative delivery models, engaging in professional development around virtual education and pedagogy, retrofitting their onsite learning environments, and generally working to create a supportive and safe environment for students and staff, both now and for when in-person classes may resume. VCAEC schools are working with their districts and will carefully adhere to district policies regarding onsite delivery and will be looking to each other for support and best practices. Another core focus will be on outreach and community engagement, particularly among underserved populations. Thousands of people in Ventura County balanced precariously along the edge of "the curve," conditions that are exacerbated—and preceded—by low educational attainment, income inequality, lack of access to affordable healthcare, and systemic racism. One area where the consortium will continue to create opportunities for people of color is within the justice system, through programs at Todd Road Jail and recently awarded three-year prison to employment grant administered by Ventura Adult and Continuing Education. Still, there is much work to be done, and to this end, the consortium will use disproportionate impact methods to identify and address potential equity gaps.

### 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 conducted following state and consortium policies.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Continued 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 programs developed in underserved areas; 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 stakeholders

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

Evaluation of attendance and persistence data; Student 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?**

Collaborations 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) Develop local communication / outreach plans focused on recruiting underrepresented populations; (b) Develop and adapt programs to hybrid, and online (c) Open additional location in Moorpark area to increase access to services by prospective ESL students; (d) Provide babysitting services to ESL students within the Moorpark area; (d) Expand CTE course offerings that yield in-demand industry-recognized certifications in the Fillmore area; (e) Support VCOE efforts at placement on ETPL (Eligible Training Provider List); (f) Expand programs designed to reduce recidivism and facilitate successful reentry of the prison population

**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 and strategizing and discussing program design and implementation for career-focused training designed to meet local workforce needs. 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 opportunities in Fillmore area with a possible focus on CTA, medical front and back-office training, IT, solar technology, and culinary.

## 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 area; (b) Apply CASF Grant to provide computer literacy training to low-income families residing near the Ventura Avenue area; (d) Incorporate contextualized basic skills (IET) into the Ventura Hospitality and Food Services programs

## Professional Development

### New Strategies

#### Strategy #1

(a) Continued support for data team community of practice (CoP); (b) 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, particularly given recent reductions in funding stemming from the COVID-19 pandemic. Additionally, 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 prison to education (P to E) program designed to connect the formerly incarcerated with opportunities for gainful employment.

## 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 2020-21.

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

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