



RSAEC Executive Board Meeting –California Adult Education Program (CAEP)

DATE: July 28, 2026

TIME: 9:00am – 10:00am

College and Workforce Preparation Center

1572 N. Main Street, Orange, CA 92867

(714) 628-5999

AGENDA

Item	Discussion	Action
Introductions		
Public Comments		
Approval of Agenda		
Approval of consent agenda Minutes: Approval of Minutes (06/23/26)		
Discussion Items: - Annual Plan (see attached report) - Alternate members to attend and be included in the discussions for when voting members are unable to attend. This allows alternates to participate in discussions outside of the 3-minute public comment. 2026-27 meetings will be in person, with visits to each of the sites. An update to the outlook calendar invite will include the location and address of the upcoming meetings.		
Vote to Approve: Vote to approve the Annual Plan for 2026-2027		
Board Approvals for 2026-2027 RSCCD –		

• GGAE – • OUSD – Approved on 7/16/26 • SAUSD – • OCDE –		
Announcements: •		
Upcoming Events: •		
Upcoming 2026 Due Dates and important Information: August 2026 • Aug 15: Annual Plan for 2026-27 due in NOVA * September 2026 • Sep 1: 25/26 Member Expense Report due in NOVA (Q4) • Sep 30: 25/26 Member Expense Report certified by Consortia in NOVA (Q4) * • Sep 30: 26/27 Member Program Year Budget and Workplan due in NOVA • Sep 30: End of Q1; NOVA carryover compliance snapshot taken at 11:59 pm <i>*Items with an asterisk are consortium deliverables</i>		
Other: •		
Future Meetings: 4th Tuesday of the month, unless otherwise noted. Location: CWPC Conference Room Time: 9:00am – 10:00am		
• 2026: Tuesday, August 25, 2026, Tuesday, September 29, 2026 *5th Tuesday, Tuesday, October 20, 2026 * *Moved due to CAEP Summit/Director's Event, November: No meeting, Tuesday, December 1, 2026 * Moved due to holidays • 2027: Tuesday, January 26, 2027, Tuesday, February 23, 2027, Tuesday, March 23, 2027, Tuesday, April 27, 2027, Tuesday, May 25, 2027, Tuesday, June 22, 2027		

43 Rancho Santiago Adult Education Consortium

2026-27

Annual Plan Template

Plans & Goals

Guidance

The California Adult Education Program (CAEP) annual planning process along with the member work plan and budget, in accordance with Education Code §84914(a)(2) and §84906(a)(1), is designed to provide consortia and members an opportunity to review the current Three-Year Plan, consider key accomplishments and challenges from the prior year, and outline goals and activities for the current program year.

The CAEP Annual Plan is a condition of receipt of an apportionment from CAEP and is a justification demonstrating how planned allocations are consistent with the adult education plan (as mandated in Education Code §84914(a)(2)).

Your progress throughout this workflow is saved as it is completed. As long as you have not submitted the workflow, you may come back and make changes as needed.

Executive Summary

Executive Summary *

The Rancho Santiago Adult Education Consortium (RSAEC) serves central Orange County—a region of more than 1.2 million residents that continues to experience high levels of cultural and linguistic diversity, economic disparity, and growing demand for adult education. Approximately 40% of households include adults who speak English less than “very well,” and over 16% of adults lack a high school diploma. These statistics highlight ongoing challenges in educational access, equity, and economic mobility—challenges RSAEC members are committed to addressing collaboratively.

RSAEC includes five active member institutions: Rancho Santiago Community College District (RSCCD)—comprising Santa Ana College School of Continuing Education (SAC-CE) and Santiago Canyon College Continuing Education (SCC-CE)—as well as three K12 adult education providers: Garden Grove Adult Education (GGAE), Orange Unified School District (OUSD), Santa Ana Unified School District (SAUSD) and the Orange County Department of Education (OCDE). The Orange County Sheriff’s Department (OCSD) continue to serve as a key partner supporting justice-involved and specialized populations.

In alignment with the 2025–2027 Three-Year Plan, RSAEC continues to develop innovative programs and student-centered services to expand access, strengthen transitions, and address gaps in service. The consortium saw significant growth between the 2024-25 and 2025-26 academic years in CAEP programs, with RSCCD reporting a 9% increase in unduplicated headcount—from 42,416 to 46,028 students—and an

11% increase in FTES, from 7,888 to 8,773. Enrollment across the district increased by 8% from 102,008 to 110,223, demonstrating strong community demand for adult and noncredit programs.

Programmatically, members made measurable progress in addressing educational gains, specifically in the plan's goal of increasing healthcare pathways. SCC-CE created eight new healthcare certificates including new programs in Community Health Worker, Mental Health Technician and Vocational Nursing and a targeted Nursing Assistant program specifically designed to support EL learners. Two new stackable certificates were added to the Lactation Education and Medical Billing pathways. SAC-CE introduced a Personal Caregiver program to support workforce entry in home health and elder care. GGAE continued to offer two cohorts of Pharmacy Technician and increase the Phlebotomy program to two cohorts per semester. All three institutions also advanced the integration of workforce preparation into ESL programs, with specialized ESL for healthcare now embedded in pathway curricula to increase accessibility for multilingual learners.

The consortium has maintained a strong commitment to regional alignment, community outreach, and equitable access. Members continued to collaborate on workforce development initiatives with local employers and nonprofit organizations. Efforts to expand wraparound supports included continued investment in welcome centers, mental health resources, and digital inclusion strategies such as laptop loaner programs. Members also began planning for new activities to address rising safety concerns in immigrant communities by offering flexible, trauma-informed instruction and remote student services. Request for any updates to this area sent to Amy and Lorena.

RSAEC's strategic priorities remain grounded in a shared belief that adult education is critical to building educational equity and workforce readiness across the region. Members have worked closely to align offerings with labor market needs, establish new noncredit-to-credit pathways, and formalize articulation agreements to strengthen transitions between K12 adult schools and community colleges. In particular, the collaboration between GGAE and SAC-CE has grown through the expansion of tuition-free CTE courses, such as Caregiving (offered in Spanish), HVAC, Automotive and Digital Literacy, at Lincoln Education Center and increased alignment of medical pathways to both noncredit and credit options.

Looking forward, RSAEC will continue to support students through accessible, flexible, and inclusive educational programming. RSAEC was one of the 20 consortia that was awarded the ELL Healthcare Pathways Round 3 grant, which will allow us to expand and enhance our healthcare opportunities to our English language learners. Emphasis will be placed on expanding healthcare pathways, strengthening pre-apprenticeship, apprenticeship, and dual enrollment/bridge opportunities, and leveraging regional resources to support career transitions. By continuing to align local strategies with CAEP objectives, Vision 2030, and community-identified needs, RSAEC reaffirms its commitment to preparing adult learners for education, employment, and long-term success.

Plans & Goals

How (if at all) do the consortium's previous program year goals differ from the current year's goals? *

- ☐ Goals remain the same
- ☒ Goals have changed or new goals have emerged for the upcoming year

Why have the consortium's goals changed for the upcoming year? *

- ☐ Previous program year goals have been accomplished
- ☒ Additional regional needs have been identified
- ☒ New audiences are being served
- ☒ New partnerships have been created
- ☒ New priorities have been identified
- ☐ Other

Please provide further context on any changes to the consortium's goals for the upcoming year. (Optional)

N/A

How much progress did the consortium make towards its previous program year goals? *

- ☐ No progress at all - no goals were met
- ☐ Very little progress - few goals were met
- ☐ Some progress - around half of the goals were met
- ☒ A good deal of progress - most goals were met
- ☐ Excellent progress - all goals were met

Please provide further context on the progress made towards previous program year goals including goals that were accomplished and any success stories you would like to highlight. (Optional)

N/A

What barriers did the consortium face in making progress towards its previous program year goals? *

- ☒ Lack of financial resources
- ☒ Lack of human resources
- ☒ Lack of time
- ☒ Other

There is a growing need for wrap around services in order for students to persist. See below.

Please provide further context on the barriers faced towards achieving the consortium's previous program year goals. (Optional)

Other: Some of the barriers students are facing include food insecurity and housing insecurity. In addition, wrap around services are also needed to assist students who are trying to balance employment with career education opportunities.

What are the goals for the consortium for the current program year? *

- ☒ Add new program offerings
- ☒ Add student and staff support
- ☒ Address gaps in services
- ☒ Align offering with regional needs
- ☒ Collect and review data
- ☒ Develop career pathways
- ☒ Develop industry-based programs
- ☐ Diversify program delivery modalities
- ☒ Expand current program offerings
- ☒ Hire teachers/teaching assistants/tutors for ESL courses
- ☒ Identify community needs
- ☒ Implementing best practices
- ☒ Improve instruction
- ☒ Improve support services
- ☒ Improve the integration of services and transitions
- ☒ Increase awareness of services through marketing and outreach
- ☒ Increase course offerings (new and existing)
- ☒ Increase employer collaboration
- ☒ Increase enrollment
- ☒ Increase professional development for staff
- ☒ Increase transitions to postsecondary
- ☒ Increase transitions to workforce
- ☒ Increase workforce-specific offerings
- ☒ Provide credentialing opportunities for staff
- ☒ Restore education plans
- ☒ Track transition program efficacy
- ☒ Upgrade facilities
- ☒ Other

Procurement of more resources and grants; braiding of funds.

Please provide further context on the consortium's goals for the current program year. (Optional)

N/A

How will the consortium measure progress towards the goals set for the current program year? *

- ☒ Conducting progress review meetings
- ☒ Course completion/graduation
- ☒ Gathering feedback from partners/participants
- ☒ Number of courses offered
- ☒ Participant surveys or interviews
- ☒ Program assessments
- ☒ Self-studies
- ☒ Student assessment scores
- ☒ Student enrollment numbers
- ☒ Student retention
- ☒ Students using support services
- ☐ Other

Please provide further context on how the consortium will measure progress towards goals in the current program year.
(Optional)

N/A

Assessment**Guidance**

Provide an assessment of current program year needs, as well as future year funding plan usage.

Regional Needs Assessment

Please identify the categories of needs in your region. *

- ☒ Access to technology
- ☒ Alignment of education and workforce needs (incl. addressing labor shortages)
- ☒ Basic/life skills attainment
- ☒ Citizenship support
- ☒ Digital literacy
- ☒ Educational advancement (degree programs)
- ☒ English language learner supports (e.g., incl. programming availability)

- ☒ High school/equivalency education needs
- ☒ Immigrant/refugee needs
- ☒ Increased access to, and development of, accelerated learning model programs (e.g., bridge, co-enrollment, dual enrollment, pre-apprenticeship, IET, etc.)
- ☒ Increased awareness of services available to employers
- ☒ Increased awareness of services available to students (incl. educational services, social services, career services, etc.)
- ☒ Literacy programming
- ☒ Living wage job attainment/career development
- ☐ Rural geographic needs
- ☒ Services for adults with disabilities
- ☒ Short-term Career Technical Education (CTE) training
- ☒ Strengthening partnerships
- ☒ Student access supports: transportation, childcare, etc.
- ☐ Other

Please identify resources used to identify these gaps. *

- ☒ CAEP consortium Fact Sheet
- ☒ Community stakeholder input
- ☒ Data gathering/student needs assessment
- ☒ DataVista
- ☒ Employer input
- ☐ External consultant/research firm
- ☒ Labor market data (U.S. Bureau of Labor Statistics, Labor Market Index (LMI), California Employment Development Department (EDD))
- ☒ Partner meetings
- ☒ Population demographic data (U.S. Census, etc.)
- ☒ Regional plans
- ☒ Student data (TOPSPro, MIS)
- ☒ Survey, interview, and/or focus group data
- ☐ Other

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

RSAEC will continue to measure effectiveness and progress toward meeting identified needs by continuing to monitor the established CAEP metrics and applying them to the consortium's planned activities and strategies. These include Educational Functioning Level (EFL) gains, student-identified barriers to success, completion outcomes such as diplomas, certificates, and college credit awards, transition metrics related to apprentice programs, postsecondary enrollment and credit-bearing pathways, and employment and earnings data where available.

The consortium will utilize data systems such as TOPSpro Enterprise, MIS, AERIES, and the newly updated California Community College's Data Vista 3.1 to track these outcomes and evaluate performance at both the member and consortium levels. In addition, quarterly fiscal and programmatic reports will provide ongoing feedback on implementation progress and alignment with resource use.

To support continuous improvement and equity, RSAEC is also incorporating local indicators to measure effectiveness. These include:

- Student attendance recovery and reengagement trends in areas impacted by immigration enforcement or community trauma
- Through a collaborative effort with RSAEC's ELL Healthcare Pathways grant, members will monitor enrollment and student transitions in new healthcare and CTE pathway programs through certificate tracking, job placements and student surveys – both pre- and post-program completion.
- Participation rates in virtual orientations, dual enrollment pilots, and hybrid support services
- Counselor and faculty feedback on integration efforts and support effectiveness

Together, these measures will provide a comprehensive view of progress toward student-centered goals, support real-time adjustments to program delivery, and inform regional strategies for long-term impact.

Provide any further context on the need gap(s), your process for collecting data, how needs are being met, how they plan to be met, or how the needs of adults served by your region may be unique. *

RSAEC's 2025–2026 needs assessment continues to reveal significant and persistent gaps in educational access, digital equity, and workforce alignment across the region. The process to identify these needs was grounded in a review of consortium-level data from the CAEP Fact Sheets, the California Community College's Data Vista 3.1, TOPSpro Enterprise, MIS, AERIES, and U.S. Census demographic data. RSAEC members also gathered input through faculty and staff feedback, student surveys, and ongoing participation in community-based partner meetings and advisory councils such as the Garden Grove Community Collaborative (GGCC), Workforce Development Board, the Master Technical Advisory Committee (MTAC), and Strong Workforce advisory groups.

Several key needs emerged across the consortium. Access to technology and digital literacy remain critical challenges for many adult learners, especially older adults, English language learners, and immigrant populations. In response, RSAEC has expanded its laptop loaner programs, increased digital skills instruction, Zoom, and hybrid learning options to allow students to learn safely and flexibly and increased student support services to adopt remote learning options and increase mental health supports through platforms such as monthly drop-in visits with community health organizations at Garden Grove Adult Education, TimelyCare at Santiago Canyon College and Health Center Services at Santa Ana College. Anything new at SAC

Another identified gap involves the lack of streamlined pathways from adult education to postsecondary and career advancement. To address this, RSAEC members are implementing new articulation agreements between Garden Grove Adult Education and partner colleges, introducing contextualized ESL-to-CTE pathways, and increasing noncredit healthcare training options. In 2025-2026 multiple new certificates were launched or expanded—including CNA Acute Care, and Medical Assistant—with hundreds of students served. Update to 2025-26 data. For SCC: Lactation Practitioner, Community Health Worker, Mental

Health Technician, Medical Billing and Revenue Cycling, Vocational Nursing, Nursing Assistant Career Preparation, Medical Assistant Career Preparation, and Vocational Nursing Career Preparation. For SAC: RSAEC continued to identify a regional need for increased public awareness of available adult education programs and services. Consortium members responded by expanding outreach through multilingual marketing campaigns, radio and social media ads, a bus wrapping campaign, and presence at local school and community events. Welcome centers continue to serve as critical access points, offering personalized assistance to help students enroll, access services, and plan their next steps.

While many of these needs are shared across the state, RSAEC's region has unique factors. Central Orange County is geographically compact but densely populated, with both affluent neighborhoods and high-poverty areas. The region has a high concentration of linguistically diverse households, significant numbers of undocumented and mixed-status families, and a growing demand for short-term CTE programs tied to healthcare, hospitality, and essential services. These factors require the consortium to remain flexible, equity-focused, and deeply embedded in the community.

Looking ahead, RSAEC will continue leveraging cross-sector partnerships, aligning programming with labor market needs, and expanding student supports to ensure that all adults, especially the most vulnerable, can access, persist in, and benefit from the region's adult education system.

Activities & Outcomes

Objective #1: Address Educational Needs

Adult High School & Equivalency Dual Enrollment THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC members will implement and expand dual enrollment opportunities between the adult high school diploma and high school equivalency programs and member community colleges. This initiative is designed to support students who are close to completing their diplomas or equivalency certificates by accelerating their access to postsecondary education, building college-going identity, and easing the transition to credit-bearing programs.

This activity will be led by administrators, TOSA's, instructors, and counselors from the consortium high school diploma and equivalency programs in coordination with Santiago Canyon College and Santa Ana

College. Consortium-wide collaboration will support the identification of eligible student populations, selection of entry-level community college courses appropriate for dual enrollment (e.g., counseling, college success, or introductory CTE), and the development of streamlined enrollment processes and supports.

Students will receive academic advising, college orientation, and technology access to ensure success. Key implementation elements will include faculty coordination, course articulation planning, targeted outreach to adult high school and equivalency students, and the development of support tools such as enrollment checklists and college-readiness workshops.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

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Students and Programs: Adult Secondary Education (1000)

Success: Postsecondary Credential (624AE)

Transition: Transitioned to CTE (636AE)

Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028
Dipali Potnis	Orange Unified	06/30/2028

Increase Healthcare Pathways THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

To address the evolving educational needs of the region and respond to strong labor market demand, RSAEC will expand the number of healthcare pathways available to adult learners. Building on the success of its 12 existing pathways—which include programs such as Personal Caregiver, Certified Nursing Assistant (CNA), Pharmacy Technician, Behavior Technician, and Medical Assistant—the consortium aims

to introduce additional stackable and entry-level career programs aligned with regional employer needs, postsecondary transitions, and equity in workforce access.

This activity will be collaboratively led by Santiago Canyon College Continuing Education, Santa Ana College School of Continuing Education, and Garden Grove Adult Education. Program development teams will include CTE faculty, curriculum writers, workforce partners, and administrators working in close coordination with regional initiatives such as the Strong Workforce Program, California Apprenticeship Initiative (CAI), and local employer advisory groups.

The consortium will identify high-growth occupations within healthcare—including mental health support, patient care coordination, and allied health technologies—and will develop or revise curriculum, align support services, and integrate ESL and basic skills instruction where needed. Pathways will be designed with a focus on stackable credentials, transition to credit-bearing programs, and availability in flexible or hybrid formats.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

▼

- Employment & Earnings: Employed Two Quarters After Exit (505AE)
- Employment & Earnings: Median Change in Earnings (801AE) Student Barriers: English Language Learner (149AE)
- Students and Programs: Career Technical Education (1003)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028
Estela Cuellar	Rancho Santiago CCD	06/30/2028

Grow Earn-and-Learn Opportunities for Adults

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

- For each activity listed, provide a description that includes:
- The activity that will be carried out
 - What agencies or individuals will carry out the activity
 - Key deliverables
 - How the activity will contribute to achieving one or more of the three CAEP objectives

- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC members will scale its earn-and-learn opportunities in alignment with California’s Vision 2030 and Governor Newsom’s goal of increasing the number of apprentices by 2029, by expanding pre-apprenticeship offerings and initiating development of registered apprenticeship programs. This activity directly addresses the educational and workforce preparation needs of adult learners by connecting them with structured pathways into high-wage, high-demand occupations.

Currently, RSAEC supports one pre-apprenticeship program. Over the next several years, the consortium will work to expand that number while also laying the foundation for new registered apprenticeships. Areas of focus include healthcare, building and construction trades, childcare, and technology. Programs will be developed in collaboration with employer partners, workforce boards, labor representatives, and postsecondary institutions to ensure that training is industry-aligned and meets apprenticeship readiness standards.

This activity will be led by consortium member colleges and adult schools in coordination with the Strong Workforce Program, the California Apprenticeship Initiative (CAI), and regional labor and employer advisory boards. The work will include identifying industry partners, developing pre-apprenticeship curricula, applying for apprenticeship approval through the Division of Apprenticeship Standards (DAS) and the Department of Labor (DOL), and aligning support services such as counseling and case management to support student success.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

▼

Employment & Earnings: Employed Two Quarters After Exit (505AE)

Employment & Earnings: Median Change in Earnings (801AE) Student Barriers: Low Income (154AE)

Students and Programs: Pre-Apprenticeship Training Programs (125AE) Success: Postsecondary Credential (624AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028

Safe Access and Support for Vulnerable Students THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC members will implement expanded Hybrid and HyFlex learning options paired with targeted student supports to ensure uninterrupted educational access In response to increased immigration-related presence and the resulting climate of fear among undocumented and mixed-status families. Recent enforcement activities in Southern California have led to a dramatic drop in student attendance—over 75% in some programs—as students report being afraid to leave home or be seen in public. This activity directly addresses the need to safeguard educational continuity and support student well-being amid rising insecurity.

RSAEC members will prioritize the expansion of Hybrid and HyFlex instruction to allow students the option to attend class in person, remotely, or asynchronously, based on their comfort and safety. This model will be accompanied by digital literacy training for students unfamiliar with online platforms, particularly those in ESL, ABE, and high school diploma or equivalency programs. Instructors will be trained to support online engagement and trauma-informed teaching practices.

To reduce digital access barriers, the consortium will expand its laptop loaner program and offer ongoing technology support. In addition, SCC-CE students will be provided access to TimelyCare, an online mental health platform offering teletherapy, crisis support, and wellness resources designed for underserved and immigrant populations. SAC-CE students will be provided access to the student health center.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Student Barriers: English Language Learner (149AE) Student Barriers: Low Income (154AE)

Student Barriers: Low Literacy (155AE) Students and Programs: Adult Basic Education (1001)

Students and Programs: Adult Secondary Education (1000)

Students and Programs: English as a Secondary Language (1002)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028
Dipali Potnis	Orange Unified	06/30/2028

Objective #2: Improve Integration of Services & Transitions

Build Pathways Through Community Partnerships THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC members will expand community partnerships that offer workforce training opportunities—including externships and job shadowing—to enhance the career readiness of students enrolled in CTE healthcare pathways and support their transition into employment. The consortium will continue to strengthen relationships with local community colleges and community-based organizations to improve service coordination and student transitions. Administrators, TOSAs, faculty, counselors, and liaisons will schedule site visits with credit departments, workforce agencies, and community partners to promote available services and provide individualized transition support to students. RSAEC members will also collaborate on coordinated outreach efforts, including planning a resource fair, hosting the workforce mobile unit and development workshops, inviting college representatives to engage with noncredit and adult education students, participating in the Garden Grove Community Collaborative (GGCC) Service Organization Advisory, attending the RSCCD Master Technical Advisory Committee (MTAC) meeting(s), and partnering with mental health service providers to ensure comprehensive student support.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

▼

Success: Postsecondary Credential (624AE) Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028

GGAE and SAC CTE Pathways and Articulations

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC members will expand the collaboration between Garden Grove Adult Education (GGAE) and Santa Ana College Continuing Education (SAC-CE) to strengthen educational pathways for students. This initiative will focus on increasing access to tuition-free, noncredit CTE programming and supporting seamless student transitions into credit and noncredit postsecondary healthcare pathways.

The activity includes the development of new noncredit CTE courses at the Lincoln Education Center, which will serve as a key instructional site for GGAE learners. These offerings will align with in-demand career fields and regional labor market data, and will include contextualized support for English language learners. To facilitate career progression and long-term success, GGAE and consortium colleges will work to establish articulation agreements that allow completers of GGAE programs, particularly in the ELL Healthcare Pathway, to transition into advanced training in both credit and noncredit departments at partnering RSAEC community colleges.

This work will be coordinated by TOSA's, instructional faculty, counselors, CTE coordinators, and administrators at GGAE and SAC-CE, in partnership with Santiago Canyon College and Santa Ana College. Teams will collaborate to design curriculum, formalize transition supports, and identify shared student services to improve persistence, retention, and completion.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

Success: Postsecondary Credential (624AE)

Transition: Transitioned to CTE (636AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028

Adult Education/Noncredit to Credit Pathways

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC will expand and strengthen adult education/noncredit-to-credit pathways across member agencies. This activity is designed to address the need for clear, accessible, and supported transitions from adult education and noncredit coursework into credit-bearing programs that lead to degrees, certificates, and high demand, living-wage employment.

This initiative will be led by credit faculty and counseling teams at Santiago Canyon College and Santa Ana College, in collaboration with noncredit faculty, adult education TOSA's, transition and noncredit counselors, and program coordinators at Santa Ana College School of Continuing Education, Santiago Canyon College Continuing Education, and Garden Grove Adult Education. Through regular workgroup meetings and cross-departmental collaboration, the consortium will build structured pathways that integrate academic and career advising, aligned curriculum, and support services to guide students through transition milestones.

Key components of this activity include the identification and expansion of program-to-program articulations (e.g., High School English and math to credit transfer-level English and math courses, adult education/noncredit CTE to credit CTE), formalized referral processes, coordinated orientations, and consistent use of student education plans. Outreach will be directed at students in noncredit and adult education programs who are academically ready to transition, with embedded counselors and transition specialists helping learners navigate admissions, financial aid, and placement processes.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

▼

Success: Postsecondary Credential (624AE)

Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028

Objective #3: Improve Effectiveness of Services

Best Practices for Student Success THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
 - What agencies or individuals will carry out the activity
 - Key deliverables
 - How the activity will contribute to achieving one or more of the three CAEP objectives
 - How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
 - How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics
- GGAE, SCC-CE and SAC-CE will implement routine reviews of literacy gains, CAEP outcomes, and CAEP services as identified on the CAEP and NRS federal tables. Instructors will be provided time (GGAE) or will be able to apply FLEX hours (SCC-CE and SAC-CE) to review educational research literature to be informed and kept current of innovations that result in current best practices that lead to student success. Administrators, TOSA's, faculty, and classified staff from RSAEC members, OTAN specialists, and other invited guests will lead professional development activities.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

▼

Progress: Completed Educational Functioning Level Gain (400AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028
Dipali Potnis	Orange Unified	06/30/2028

Increase Capacity to Maximize Student Completions

THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
- What agencies or individuals will carry out the activity
- Key deliverables
- How the activity will contribute to achieving one or more of the three CAEP objectives
- How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
- How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics

RSAEC will implement a coordinated, multi-platform marketing and outreach campaign targeting prospective adult learners consortium-wide. This effort will promote awareness of the consortium's programs and services—including ESL, citizenship, high school completion ,programs for adults with disabilities, short-term CTE, and healthcare pathways while addressing barriers such as limited knowledge of adult education opportunities, lack of visibility in the community, uncertainty about how to enroll or access support, and limited awareness of educational options among underserved communities.

This activity will be led by marketing teams and outreach coordinators at member agencies. The campaign will include distribution of multilingual mailers, use of targeted digital and social media outreach, local radio advertisements, and presence at community events, job fairs, and school-based family nights. In addition, RSAEC welcome centers will play a central role as year-round points of contact for walk-in inquiries, orientation support, and referral to partner agencies.

Each member agency will coordinate its own outreach schedule while aligning with a unified consortium messaging approach. Promotional materials will reflect consistent branding and core themes across agencies, and partners will share effective practices to increase visibility and engagement. Administrators, TOSA's, faculty, staff, and students will also be engaged as ambassadors at local events and on social media platforms to personalize and amplify messaging.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

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- All: Reportable Individuals (200AE) Students and Programs: Adult Basic Education (1001)
- Students and Programs: Adult Secondary Education (1000) Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Students and Programs: Pre-Apprenticeship Training Programs (125AE)
- Students and Programs: Programs for Adults With Disabilities (1004)
- Students and Programs: Workforce Preparation (124AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028
Dipali Potnis	Orange Unified	06/30/2028

Strengthen Professional Development THREE-YEAR PLAN 2025-28

Brief Description of Activity and Significance of Activity to Outcome *

For each activity listed, provide a description that includes:

- The activity that will be carried out
 - What agencies or individuals will carry out the activity
 - Key deliverables
 - How the activity will contribute to achieving one or more of the three CAEP objectives
 - How the activity will contribute to achieving short-term, intermediate, and (optional) long-term outcomes
 - How the activity will contribute to addressing and achieving targets related to the selected Student Barriers and adult education Metrics
- RSAEC members will implement a coordinated professional development initiative for TOSA's, faculty, counselors, administrators, and classified professionals to improve the integration of services and ensure smoother student transitions across the adult education and community college systems, This activity focuses on building staff capacity to support seamless student transitions, improve communication between member agencies, and align adult education, noncredit, credit, and workforce services.

RSAEC members will coordinate and host a series of professional development sessions on topics such as noncredit-to-credit articulation, effective use of student education plans, trauma-informed support for

learners, equity-minded advising practices, and navigation of regional resources and support services. The initiative will also emphasize cross-training between agencies, joint planning opportunities, and shared understanding of adult learner needs and CAEP metrics.

The activity will be led by the professional development workgroup in collaboration with member colleges, K12 adult schools, and regional partners including counseling departments, career services teams, and the regional Strong Workforce Program. In-person and virtual workshops, conference attendance, and facilitated workgroups will allow for flexible participation across roles and institutions.

Adult Education Metrics and Student Barriers *

Select from the drop-down menu one or more Adult Education Metrics and Student Barriers that align with the proposed Strategy. The drop-down menu will include **only** the Adult Education Metrics and Student Barriers that were selected in the Metrics section of this workflow.

▼

All: Participants (202AE) All: Reportable Individuals (200AE)

Responsible Positions, Responsible Consortium Members, and Proposed Completion Date *

Responsible Position	Responsible Member	Proposed Completion Date
Amy Avina	Garden Grove Unified	06/30/2028
Chrissy Gascon	Rancho Santiago CCD	06/30/2028
Lorena Chavez	Rancho Santiago CCD	06/30/2028
Dipali Potnis	Orange Unified	06/30/2028

Fiscal Management

Guidance

The Financial Management section addresses how the consortium plans to use the allocations and outlines how they will be aligned with the Three-Year Plan. This section also requires the consortium to address how it will incorporate carryover funds into the plan.

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Alignment & Carryover

Alignment with Three-Year Plan *

RSAEC's planned allocations for the 2025–2026 program year are fully aligned with the strategies and objectives outlined in the consortium's 2025–2028 Three-Year Plan, which was submitted in June 2025. These allocations reflect the continued commitment of the consortium to increase educational access, support seamless transitions to postsecondary and workforce pathways, and improve the overall effectiveness of services through collaborative and equity-focused programming.

Funding for this year will directly support the Three-Year Plan's core priorities, including expanding adult education and noncredit transitions to credit programs, strengthening healthcare and career education pathways, and enhancing wraparound services through flexible instructional models such as hybrid and online learning. The consortium will continue to prioritize investments that support high-impact student services, including virtual orientations, mental health access, digital literacy, and embedded counseling, all of which contribute to student persistence, completion, and workforce readiness.

As outlined in the Three-Year Plan, RSAEC members are also committed to strengthening the pipeline between adult schools and community colleges. Planned allocations will support expanded collaboration between Garden Grove Adult Education and Santa Ana College Continuing Education, particularly in the development of tuition-free CTE offerings and articulation agreements designed to guide students from programs such as the ELL Healthcare Pathways into credit or advanced noncredit courses.

To meet the increasing demand for earn-and-learn models, allocations will support the planning and expansion of pre-apprenticeship programs and the launch of registered apprenticeships. This work is in alignment with Vision 2030 and the Governor's statewide goal to increase apprenticeships by 2029. Similarly, members will continue leveraging CAEP alongside state and federal funds through WIOA, Strong Workforce, Perkins, and ELL Healthcare Pathways grants to fund cross-agency projects that grow regional career pathway infrastructure. In addition, members will continue to explore public/private partnerships and foundation grants to enhance CAEP programs.

RSAEC's long-term staffing investments will continue in this program year, including support for the nine full-time faculty and the full-time TOSA whose roles are central to curriculum development, program implementation, and student transitions. These positions were established as part of the consortium's early strategy and remain foundational to ongoing plan execution. Additionally, funding for new regional centers and expanded student support hubs will ensure continuity of service, especially for students impacted by digital barriers, and transportation issues.

In every aspect, RSAEC's planned allocations are designed to be responsive to both historical needs and emerging challenges. By building on the foundation of previous plans while adapting to current conditions, RSAEC members remain unified in their mission to create equitable, accessible and future-focused pathways for adult learners across central Orange County.

Describe the consortium's approach to incorporate carryover funds from prior year(s) into planned activities. *

RSAEC is committed to ensuring fiscal responsibility and alignment with Education Code §84914 by actively planning for the timely expenditure of all CAEP funds. The consortium continues to work collaboratively with member agencies to ensure that carryover funds from prior years are integrated into planned activities that support the CAEP legislative objectives: addressing educational needs, improving the integration of services and transitions, and improving the effectiveness of services.

At Garden Grove Adult Education (GGAE), carryover funds will be used to maintain and expand programming in the five CAEP program areas, including support for instructional materials, staffing, technology upgrades, and facilities maintenance. These funds will also support the planned expansion of tuition-free CTE programs at the Lincoln Education Center, aligned with the consortium's Three-Year Plan.

At RSCCD, carryover funds will continue to support essential personnel—including CAEP-funded faculty, classified staff, and administrative support—as well as marketing, student support services, and facility/technology infrastructure. These investments are crucial for maintaining capacity in high-demand programs such as healthcare pathways and for delivering hybrid instruction models that improve student access and retention.

At Orange Unified School District (OUSD), carryover funds will be directed toward instructional staffing for high school diploma and equivalency programs, ensuring continued access for adult learners pursuing secondary education. Funds will also support digital resource needs and classroom instructional enhancements.

Additionally, all members will utilize carryover to expand participation in consortium-wide and statewide professional development activities. This includes training focused on digital equity, transitions to credit, trauma-informed instruction, and strategies to increase support for RSAEC's students. RSAEC members will also explore targeted uses of carryover funds to support outreach efforts in areas impacted by recent attendance declines.

It remains RSAEC's intention to fully expend 2025–2026 funds before drawing down the 2026–2027 allocation, in accordance with state expectations and internal consortium policy. All plans for carryover use are regularly reviewed through fiscal reporting and consortium-level oversight to ensure compliance and alignment with strategic priorities.

Usage

How does the consortium plan to use allocated funds in the upcoming year? *

- ☒ Acquire new facilities
- ☒ Fund new adult education programs
- ☒ Fund staff salaries
- ☒ Fund teaching salaries
- ☒ Improve student learning
- ☒ Improve technology
- ☒ Increase marketing and outreach
- ☒ Maintain/improve facilities
- ☒ Provide new/additional wraparound services
- ☒ Provide staff professional development and resources
- ☒ Purchase equipment
- ☒ Purchase program materials
- ☒ Purchase software

- ☒ Strengthen existing activities
- ☒ Support existing adult education programs
- ☐ Other

Please provide further context on how funds will be used in the upcoming year. (Optional)



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