

Section 1: Consortium Information

Ventura County Adult Education Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Ventura Adult Education Consortium was founded in 2015 in response to Assembly Bill AB86 which provided grant funds to regional collaboratives of community colleges and adult schools to develop plans to address the educational and workforce training needs of adult learners within each of the 72 community college regions across the state. Driving this initiative was the recognition that by working in conjunction with training and service providers, regions could better leverage their shared resources to provide learners more seamless—and ultimately more effective—pathways and transitions into meaningful, sustainable careers. Focus areas included in the legislation are as follows:

- **Adult Basic & Secondary Education** — programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency.
- **English as a Second Language & Citizenship** — programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- **Career Technical Education** — a variety of career training programs that deliver customized curriculum needed to meet the diverse training and development needs of businesses, promote a skilled workforce with high growth and high wage employment potential, leading to industry certifications or meeting the required prerequisites and foundations for advanced career pathways.
- **Workforce Reentry** — programs for adults, including, but not limited to, older adults, that are primarily related to entry or re-entry into the workforce.
- **Training to Support Child School Success** — 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.
- **Programs for Adults with Disabilities** — programs for individuals with physical, cognitive, mental, sensory, or other medical disabilities who may need special education assistance, or who require a modified program.
- **Pre-Apprenticeship** — programs offering training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

VCAEC consortium members include Ventura Unified, Oxnard Union, Simi Valley, Conejo Valley, Fillmore, Ojai, Moorpark, and Santa Paula school districts, as well as Ventura County Office of Education and the Ventura County Community College district, comprising Ventura, Oxnard, and Moorpark colleges.

Together, VCAEC members provide essential programs and services to help adult learners improve their skills and obtain marketable, industry-recognized certificates and degrees. The consortium has seen significant growth, not only in terms of the range and scale of services provided over the past four years, particularly in rural West County Fillmore, Santa Paula, as well as Ojai and Moorpark, but also in terms of its ability to coordinate resources and collectively address regional need for programs and services. While many of the adult schools and colleges comprising the consortium’s membership have a shared history, it is only recently that agencies have been able to come together under a common mission and vision for the future of the county. Over the next three years consortium members will work to deepen these connections through collective outreach to communities of need and shared professional development for faculty and staff, while expanding core service offerings across all allowable program areas and piloting integrated educational training in high-impact CTE programs.

2.2 Pre-Planning Assessment

To prepare for developing this three-year plan, VCAEC members participated in a number of activities:

- The CAEP Three-Year Planning Self-Assessment Tool was taken by each member agency and results aggregated and discussed to identify strengths and areas for improvement
- Consortium staff participated in all CAEP-TAP planning webinars and utilized supporting materials to aid in the development of planning activities
- A labor market analysis was conducted by VCCCD and the Ventura County Economic Development Association (VCEDA)
- Community demographic data were assessed against student enrollments to identify potential areas for outreach and expanded services
- Six open planning meetings were held between November 2018 and March 2019 where issues were discussed, and gaps identified and analyzed

Key Partners

Consortium agencies have strong partnerships with education, training, and social service providers across the region. In particular, the Consortium has developed robust pathways between the Consortium and the regional workforce development board, which it intends to continue to develop over the next three-year cycle. Additional details regarding regional partnerships may be found in the table below.

Table 1. Key Partners

Provider Name	Provider Type	Location	Program Areas	Description of Services
Fillmore District Office	Community Resource	627 Sespe Ave, Fillmore, CA 93015	ABE, ASE, ESL, WR	Off-site a.m. ESL, a.m. job skills training; p.m. HSD/HSE, ABE, drop-in tutoring, computers literacy, civics/citizenship and HiSET Testing Center
Oxnard Adult School (Hueneme High School)	Adult School	500 W. Bard Road, Oxnard, CA 93033	ABE, ASE, ESL	Off-site English as a Second Language (Levels 1-3), High School Equivalency preparation (en español) and Adult Basic Education

Camarillo Vocational Center	Vocational Center	300 Skyway Dr., Room 8, Camarillo, CA 93010	ABE	Off-site Certified Nursing Assistant/Home Health Aide Program
Blanchard Community Library	Library	119 N. 8th St., Santa Paula	ABE, ACS	Off-site Mommy and Me Class (We provide 1 instructor that works on basic skills with mothers, their children are cared for through 1st Five (1st Five provides instructor on site) we support two what we call I.A.'s (which are really child care givers to the babies). So in combination with 1st Five there are 4 individuals and we support 3 of them 1 instructor and 2 I.A.'s.)
Grace Thille School	Elementary School	1144 E. Ventura St., Santa Paula	ABE	
Our Lady of Guadalupe Church	Church	427 North Oak St., Santa Paula	ABE	
City of Simi Valley Library, READ Ventura County	Library	2969 Tapo Canyon Road, Simi Valley 93063	ABE, ASE, ESL	Off-site, Adult Basic Education – Reading Literacy Tutor Training
First Five Ventura County Resource Center	Community Resource	2245 Justin Avenue, Simi Valley 93065	ABE, ASE, ESL	Off-site, Justin Learners Academy
The Arc of Ventura County	Community Resource	3340 East Los Angeles Ave, Simi Valley 93063	ABE, AWD	On-site, AWD classroom lab instruction
Department of Rehabilitation	Community Resource	101 Hodencamp Rd. #212 Thousand Oaks, 91360	ABE, ASE, CTE, AWD, WR	On-site

Simi Valley Education Foundation	Community Resource	P.O.Box 1439 Simi Valley 93062	ABE, ASE, ESL, CTE, WR	Off-site
Simi Valley Unified School District	School District	101 West Cochran St. Simi Valley 93065	ABE, ASE, ESL	funding for Project Help - Parent/Child reading and math support, Parent Education, and High School Diploma for high school credit recovery.
EP Foster Elementary School	Elementary School	20 Pleasant Place, Ventura, CA	ABE, ESL, WR	Off-site ESL/Paraeducator Training
Ventura Adult and Continuing Education	School District	5200 and 5280 Valentine Road, Ventura, CA 93003	ABE, ASE, ESL, CTE, WR	ABE, ASE, ESL, IET, CTE, WR are all on site.
America's Job and Career Center	One-Stop	2901 N. Ventura Road, Oxnard, CA 93036	ABE, WR	Off-site Google Academy
Todd Road Jail	Corrections	600 Toad Road, Santa Paula, CA	ABE, ASE, ESL, CTE	Off-site HSE, ESL, CTE, ABE/ASE, RAP
Ventura Avenue Adult Center	Senior Citizen Center	550 N. Ventura Avenue, CA	ABE, WR	Off-site Encore, Re-Entry/ABE
Ventura County Area Agency on Aging	Senior Citizen Center	646 County Square Drive, #100, Ventura, CA	ABE, WR	Off-site Encore, Re-Entry/ABE
Ventura Job and Career Center	One-Stop	4601 Telephone Road, #118, Ventura, CA	ABE, WR	Off-site Encore; Re-entry /ABE, Workforce Development Academy
Ventura County Library - Project READ	Community Resource	5200 Valentine Road, Ventura, CA 93003	ABE	ABE space at VACE

City of San Buenaventura - Housing Authority	Community Resource	Buena Vida, Vista Del Mar Commons, and Chapel Lane, Ventura, CA	ABE, ESL	Off-site ESL and computer literacy
Will Rogers Elementary School	Elementary School	316 Howard Street, Ventura, CA	ABE, ESL	Off-site K-12 Math Success/ESL
Ventura Community College	Community College	4667 Telegraph Rd, Ventura, CA 93003	ABE, ESL, CTE	
Oxnard Community College	Community College	4000 S Rose Ave, Oxnard, CA 93033	ABE	
Fillmore High School	High School	555 Central Ave, Fillmore, CA 93015	ASE, WR	Off-site p.m. VESL auto mechanics, basic and advanced computer technology
Sierra High School	High School	615 Shiells Drive, Fillmore, CA 93015	ESL, WR	Off-site p.m. ESL Levels 1, 2 & 3, FAS main office, career/individual counseling & free childcare for students
Fillmore Active Adult Center	Community Resource	3811 Center Street, Piru 93040	ESL, WR	Off-site p.m. ESL / Computer and internet basics for senior job seekers
Rancho Sespe Farmworker Housing Development	Housing Complex	4200 Center Street, Piru 93040	ESL	Off-site a.m. ESL/Civics
Moorpark High School	High School	4500 Tierra Rejada Road, Moorpark 93021	ESL	Off-site ESL Class
Career Educational Center (CEC/ROP)	Vocational Center	5700 Condor Drive, Moorpark, CA 93021	ESL	

Rio Plaza Elementary School	Elementary School	600 Simon Way, Oxnard, CA 93036	ESL	Off-site English as a Second Language classes
America's Job and Career Center	One-Stop	2901 N. Ventura Rd., 3rd Floor, Oxnard, CA 93036	ESL	Off-site English as a Second Language classes(transition to work)
Oxnard Housing Authority	Community Resource	1470 E Colonia Road, Oxnard, CA 93030	ESL, WR	Off-site English as a Second Language classes, Computer Basics for Work Readiness
Camarillo Public Library	Library	4101 Las Posas Road, Camarillo, CA 93010	ESL, WR	Off-site English as a Second Language(multi-level) classes, Tutor Literacy Training, and Basic Reading
Ray D. Prueter Library (Hueneme)	Library	510 Park Avenue, Port Hueneme, CA 93041	ESL	Off-site English as a Second Language classes
Curren School	Elementary School	1101 N. F Street, Oxnard, CA 93030	ESL	Off-site English as a Second Language classes
Cesar Chavez School	Elementary School	301 N. Marquita Street, Oxnard, CA 93030	ESL	
Kamala School	Elementary School	634 W. Kamala Street, Oxnard, CA 93033	ESL	
McKinna School	Elementary School	1611 S. J Street, Oxnard, CA 93033	ESL	
Rose Avenue School	Elementary School	220 S. Driskill Street, Oxnard, CA 93030	ESL	

Briggs Elementary School	Elementary School	14438 Telegraph Road, Santa Paula, CA	ESL	Off-site ESL
Sheridan Way Elementary School	Elementary School	573 Sheridan Way, Ventura, CA	ESL	Off-site ESL, Off-site K-12 Math Success/ESL
Mira Monte Elementary School	Elementary School	1216 Loma drive, Ojai, CA	ESL	Off-Site ESL
Frontier High School – Upholstery Room	High School	515 Airport Way, Oxnard, CA 93010	CTE	Off-site Upholstery classes
Career Educational Center (CEC/ROP)	Vocational Center	465 Horizon Circle, Camarillo, CA 93010	CTE	Off-site Vocational Courses: Auto Body/Auto Paint, Automotive Service, Dental Assistant, Medical Assistant Clinical, Welding, Floral Design, Screen Printing/Graphic Design, Criminal Justice and Emergency First Responder
Strong Workforce Apprenticeship Group (SWAG)	Community Resource	Goodwill of Southern California/College of the Canyons	CTE, WR, PA	Off-site, College of the Canyons
East County - America's Job Center of California	One-Stop	2900 Madera Road, Simi Valley 93065	CTE, WR	Off-site, One-Stop Center
HAAS Automation	Community Resource	2800 Sturgis Rd, Oxnard, 93030	CTE	Off-site - Machine Technology program
Simi Valley Chamber of Commerce	Community Resource	40 West Cochran St. #100, Simi Valley 93065	CTE	Off-site
Rotary Club of Simi Valley	Community Resource	5005 East Los Angeles Ave. Simi Valley 93063	CTE	Off-site

The Arc Community Integration	Community-Based Organization	5103 Walker Street, Ventura, CA 93003	AWD	Off-site AWD
The Arc Community Integration	Community-Based Organization	295 South Arcade Ave., Ventura, CA 93003	AWD	Off-site AWD
The Arc – Training for Independent Learning	Community-Based Organization	148 South Palm, Ventura, CA 93001	AWD	Off-site AWD
Ojai Library	Library	111 East ojai Avenue, Ojai, CA	WR	Off-site Encore; Re-entry /ABE, Workforce Development Academy
Conejo Elementary	Elementary School	280 N. Conejo School Rd., Thousand Oaks 91362	ACS	Off-site K-12 Student Success in Partnership with CVUSD (site 1)
Park Oaks Elementary	Elementary School	1335 Calle Bouganvilla, Thousand Oaks 91360	ACS	Off-site K-12 Student Success in Partnership with CVUSD (site 2)

Consortium Funding

Over the coming three-year cycle, the consortium is currently projected to receive a little over \$63 million in funding per year from a variety of sources, including CAEP and WIOA II funds, with some limited additional funding from LCFF, CalWORKS, and fees. Overall, CAEP dollars constitute the largest proportion of the Consortium’s funding at 72 percent overall, followed by fees at about 10 percent, and WIOA II at 6 percent.

The influx of funding that AB104 provides is a significant contributing factor to the growth seen in programs and services for adult learners within Ventura County. However, as agencies seek to innovate and expand, the cost of doing business does not remain static, and increasingly, members are finding themselves facing potential budget shortfalls, even where service levels have not significantly changed. Member agencies do and will continue to seek out opportunities to diversify funding sources and leverage regional resources where possible.

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
State / Federal Funding			
AEP	\$15,068,788	\$15,141,882	\$15,216,976
CalWORKs	\$55,000	\$55,000	\$55,000
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$159,007	\$159,547	\$160,120
Perkins V	\$0	\$0	\$0
WIOA II	\$1,346,445	\$1,346,445	\$1,346,445
Other			
Fees	\$2,150,000	\$2,150,000	\$2,150,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$20,929,240	\$21,002,874	\$21,078,541

Regional Collaboration and Alignment

VCAEC agencies are actively engaged in regional planning initiatives, and agency representatives serve on the planning committees for VC Innovates, Strong Workforce, and the County of Ventura Workforce Development Board. Knowledge sharing occurs through monthly consortium, board meetings or through dedicated presentations by staff. The ties among the agencies driving these initiatives run deep within the educational community in Ventura; consequently, member agencies are often involved in planning activities even before official outreach has begun. Member agencies leverage these networks to ensure that consortium

plans are not only in alignment, but also to identify and seize opportunities for innovation and collaboration.

2.3 Community Need and Customers

The section that follows summarizes findings from analyses of regional demographic and labor market data, as well as student enrollments, which were used to identify current student populations and potential community needs.

Region at a Glance

Ventura County is located on the coast of Southern California northwest of Los Angeles County, bordering Kern County to the north, Santa Barbara County to the west, and the Pacific Ocean to the south and southwest. It boasts an extraordinary coastline--43-miles in all-- that has attracted many of Los Angeles's elite from the early days of Hollywood to the present. Ventura also houses the natural preserve of Los Padres National Forest to the north which makes up 46 percent of the county.

The region is cut in two, both geographically and economically, by the Conejo Grade. This seven-mile incline along the 101 Freeway divides East County from West County. East County residents enjoy a generally higher income due to their proximity to the Los Angeles Metro market, whereas those in the West County tend to be employed in lower paying agricultural and government and military sectors. In addition to the 101, Ventura also features a pristine stretch of the Pacific Coast Highway along which the tourism industry thrives. The majority of the county's population and industry is located along these two transportation corridors.

The population of Ventura County is currently estimated at 854,223. Over the past five years, the region's population has grown at a rate of 2.2 percent and is expected to increase by an additional 14,650 persons over the next five years. The median age of the county is 38.2 and about 62% of the percent of the population is between the age of 18 and 64. Women slightly outnumber men.

Race and Ethnic Heritage

The racial distribution in the region is 84.3% White, 2.3% African American, 1.9% Native American, 7.8% Asian, .3% Pacific Islander, and other races 3.4%. Additionally, 3.5% identified with two or more races, and 42.9% of the total population identified themselves as Hispanic. About 22% of the population are foreign-born, which is slightly lower than the state percentage of 27%. Thirty-eight percent of the population speaks a language other than English at home, and most often that language is Spanish.

Educational Attainment

About 85 percent of the adult population over 25 hold a high school diploma or higher and about 33 percent have earned a Bachelor's degree or more, which is about on par with educational attainment rates statewide. About 15 percent have less than a high school diploma, while 19 percent have a high school diploma or equivalent, and 33.4 percent have some college or an Associate's degree.

Income and Poverty

Median household income for the county is \$82,857, which is about 20 percent higher than California and 1.4 times larger than the national rate. Poverty is relatively low at 9.3% overall. The eastern portion of the county has a higher concentration of citizens with more education and income than in the west county.

Labor Market Outlook

Currently unemployment in Ventura County is 4.4% and the labor force participation rate is approximately 62%. Both have steadily decreased since 2013 from 7.8% and 65% respectively. Total civilian employment sits at 410,300 while total industry employment reflects 329,600 jobs as of January 2019, according to the California EDD. Jobs increased by a rate of 4.8% with 17,048 added positions in the county.

Among the cities and unincorporated areas that make up the county, the City of Oxnard displays the largest number of current and annual job openings and is the fastest growing city in the county. Oxnard, along with Simi Valley, also show the largest rate of workers commuting out of their respective cities. Ventura shows the highest percentage of projected jobs, followed by Thousand Oaks, Camarillo, and Oxnard.

Regionally, the economy reflects a high rate of productivity in manufacturing; finance, insurance, and real estate; and wholesale, transportation, and warehousing clusters. Manufacturing is the largest contributor to economic output in the region, at \$8.7 billion in exports and just under \$6 billion in gross regional products (GRP). The agricultural sector is the next highest exporter of goods at \$3.1 billion, though the sector's contribution to GRP is second to last due to marginal differences in profitability (rating 7th out of the 13 sectors), aggregate earnings (11th), and taxes on production and imports (8th). Crop production remains one of the largest sectors in the county, though, projected job growth is hindered by impacts involving water scarcity, labor shortages, and automation. Construction has displayed a formidable comeback following the recession with a 27% growth rate over the past five years which is projected to continue at a rate of 6-7%. Fabricated metal manufacturing also displays a projected growth rate of 4% over the next five years.

Many of the largest sectors are expected to continue growth as the fastest growing sectors. Elements of the hospitality cluster including food and beverage establishments grew by 12% over the past five years and projected to continue at a 7% growth over the next five years.

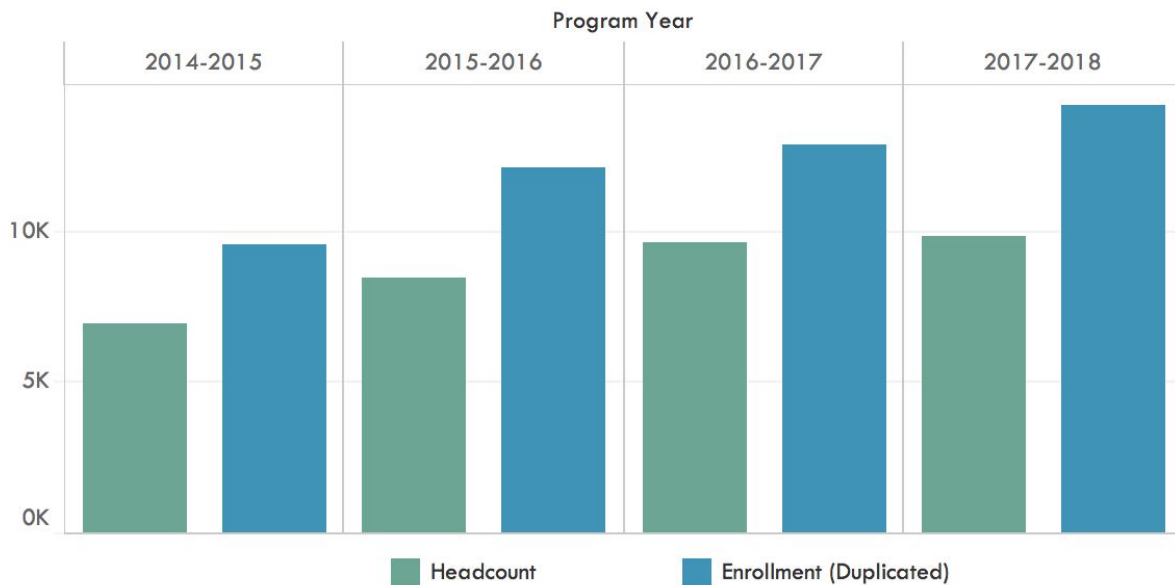
Ambulatory health services (17% growth rate), social assistance (27% growth rate), and residential and nursing facilities (13% growth rate) are all elements of the healthcare cluster that show continued growth, reflecting state and nation-wide trends.

Service-oriented sectors including the Healthcare and Social Assistance cluster (including educational services) are expected to grow by 20%, adding over 6,000 jobs, over the next five years. The Management of Companies and Administrative Support cluster is likewise expected to display sizable growth over the same period adding an additional 2,250 jobs combined. Construction is projected to grow by 6%, adding over 1,300 jobs within the next five years, and the Professional, Technical, and Information cluster will continue to increase by 985 jobs over the same time period.

Enrollment Trends

The consortium has seen a steady increase in students served for the past four years, up from 6,975 in 2014-2015 to 9,871 in 2017-2018, an increase of 2,896 or about 42%. The largest program area is ESL, which followed by the most significant growth among agencies has been seen in rural Fillmore, Santa Paula, and Ojai, which, prior to 2015 had no services whatsoever.

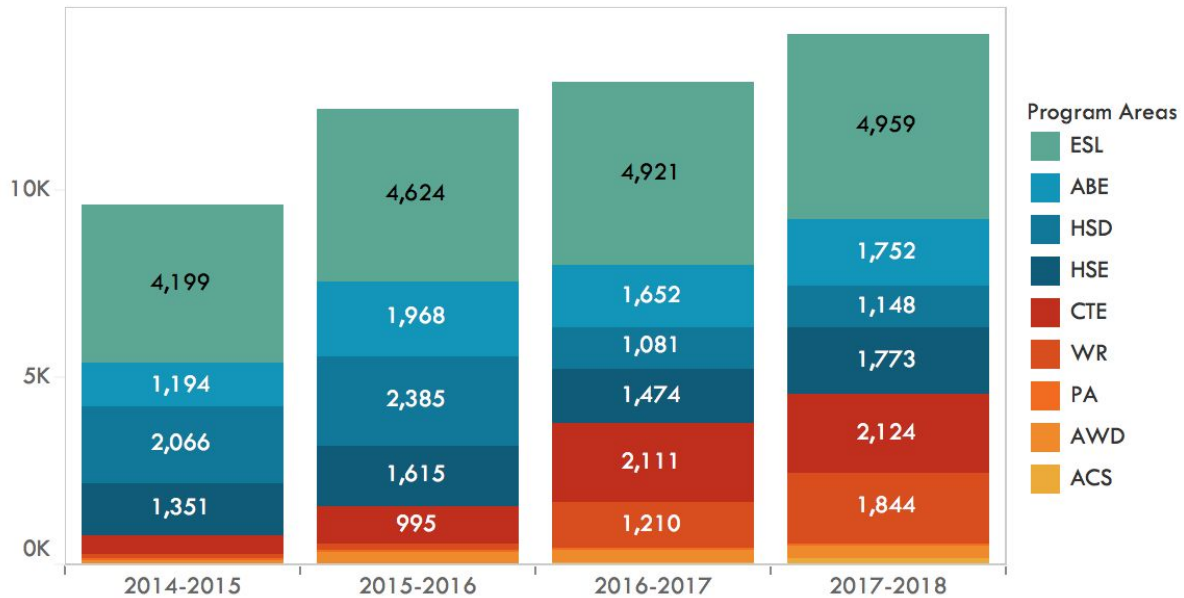
Students Served



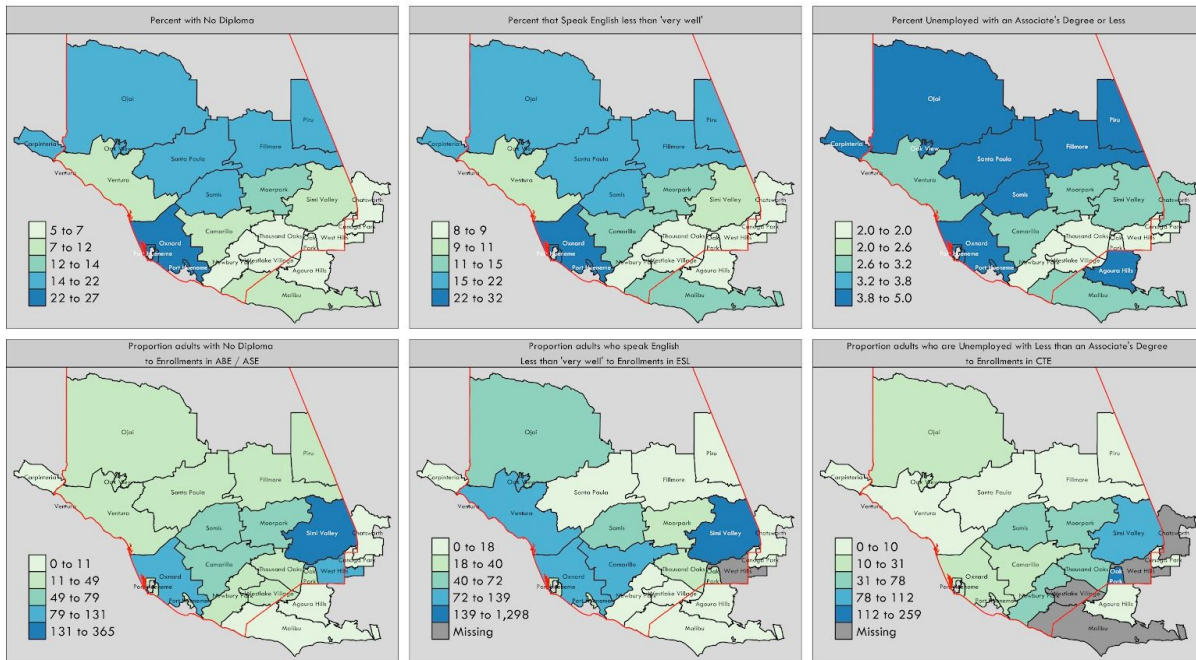
The largest program area is Adult Basic and Secondary skills (ABE, HSD, HSE), which constitutes about 40 percent of the consortium’s overall enrollments. This is followed by English as a Second Language, which constitutes about 38 percent of all enrollments across the consortium. Due to dual-enrollment, it is likely, however, students with English language deficiencies outnumber those seeking training in basic skills. Career technical education and

Reentry enrollments amount to 19 percent of the population, with the remaining enrollments split among programs for Adults with disabilities (2.7%), Adults Training for Child School Success (.37%) and programs for Pre-Apprentices (.03%).

Enrollment by Program Area and Year



An analysis of 2018-19 student data against regional demographic characteristics suggest that overall the need for additional services in Adult Basic and Secondary Education is needed in the northwestern part of the county, specifically, in the cities of Ojai, Santa Paula, Fillmore, and Piru, as well as in Oxnard. Opportunities for career training, too, are also needed in these areas, as indicated by the number of adults who are unemployed and have an associate’s degree or less, which is estimated at about 3.4 percent of the adult population, as seen in the figure below.



2.4 Identifying Goals and Strategies

Goals and strategies identified for this three-year planning cycle are born of the desire to engage more deeply and consistently with the populations being served, and to coordinate programs and services more effectively and with greater transparency regarding local program development. Activities are focused on the expansion of services, improving program quality, increasing access, as well as capacity to ensure responsiveness to changing community and labor market needs. What follows are the strategic priorities identified for the upcoming three-year period:

Strategic Priority 1: Outreach to underserved populations

Despite significant expansion in the west county, analyses of current levels and types of services identified gaps in a number of subregions within the county. To begin to address these gaps, the consortium will conduct targeted marketing based on findings from the analysis of student and demographic data and as well as conduct direct student engagement through annual student surveys / focus groups; old annual region-wide convenings

Strategic Priority 2: Data quality and reporting

Aside from the basic need for accurate data to support state reporting, member agencies recognize that data integrity is essential for measuring local effectiveness and impact. To this end, agencies have committed establish a community of practice aimed at identifying best practices and supporting members around data quality and reporting, as well as developing shared documentation for use across the consortium.

Strategic Priority 3: Capacity Building

Member agencies having weathered the loss of categorical funding understand the importance of diversifying funding sources to ensuring the longevity of their programs. This is particularly true in Ventura's more rural areas, where district funds for adult education are often scarce and the need for services is high. Identify and pursue additional sources of funding / resources to enable program expansion in Fillmore and Santa Paula areas. Cultivate relationships with regional service providers to leverage community resources and sites to deliver programs in ESL.

Strategic Priority 4: Expanded CTE and IET Offerings in Key Economic Sectors

Research and experience have shown contextualized learning opportunities yields positive effects on student learning and progress toward academic and professional goals. Within the consortium, agencies have seen this firsthand with the successful implementation of IET programs at virtually every agency over the last three years. For the coming three-year cycle, VCAEC plans to build on these successful implementations to expand IET and contextualized

CTE programs to underserved areas of the West County in agricultural farm mechanics, Solar-photovoltaic, residential building, manicuring, business and computing, manufacturing, and hospitality. Where possible, programs will leverage resources available across member sites.

Strategic Priority 5. Program Alignment and Faculty / Staff Collaboration

Over the past four years, the consortium has made great strides toward expanding services. For the next cycle, the consortium will seek to improve alignment and professional development through the establishing of communities of practice. Likewise, member agencies will seek to enhance existing collaborations with VCEDA, Strong Workforce, and regional WDBs, and particularly in the areas of ESL and reentry populations.

Figure 1. Logic Model

Goal Statement:

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
Research base Marketing assets Innovative IET / CTE curriculum Shared professional development plan Facilitators / regional leads for communities of practice Coordination and administrative staff	Conduct outreach to underserved populations Establish communities of practice Expand CTE programs and services Diversify funding streams and build collective capacity to deliver services Deliver professional development to staff and faculty	# of students enrolling in courses from underserved areas # of professional learning communities established # of CTE programs with integrated educational training opportunities embedded # of shared professional development activities conducted # of funding opportunities identified and sought after # of site visits conducted # of guidance documentation developed # of agencies with expanded capacity # of re-entry students served and who transition into careers after release	Agencies are more knowledgeable of areas in need of programs and services, and of the types of programs that are needed Students / potential students have increased awareness of programs and services offered by consortium agencies Consortium agencies have clarity regarding gaps in data collection Data definitions are more consistent across agencies Faculty and staff have greater understanding of shared challenges and strategies to address them Agencies are more knowledgeable of funding sources available Agencies have increased capacity to provide education and training	More students enroll in CTE / IET programs Students transition more seamlessly into post-secondary / career training programs Data quality is improved Measurement of student progress is more accurate The collective impact of programs and shared planning initiatives is more widely understood Shared resources are allocated more efficiently Collective planning efforts are improved	More students achieve personal and professional goals Increases in the number of students successfully transitioning into post-secondary / the workforce Increased awards of HSD/HSEs and certificates Increased collaboration among staff and faculty Increased capacity to plan and serve students utilizing a diversity of funding sources and shared resources
Assumptions			External Factors		
Shared professional development will result in greater alignment among agencies Staff and faculty are willing to participate in communities of practice Untapped funding sources are available to augment existing ones Data capacity across the consortium is sufficient to capture outputs needed to track progress			Changes in agency priorities Changes in staffing and member representation Changes in state funding model and reporting requirements		

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. By the end of Year 1 the consortium has developed a shared professional development plan that includes staff and faculty, as well as a design for communities of practice to support ongoing knowledge sharing and continued growth
2. By the beginning of Year 2, all PLCs will have charters and have been established (Data team, ESL, CTE, ABE/ASE)
3. By the beginning of Year 2, programs looking to expand their sites (Moorpark, Fillmore, Simi Valley) will have identified funding sources to aid in their expansion
4. By the end of Year 2, every member agency offers integrated educational training opportunities in priority CTE sectors
5. By the end of Year 3, enrollments have increased by 5 percent overall and up to 10 percent in ESL and ABE/ASE programs

2.5 Piloting and Implementation

As the first step toward realizing the strategic priorities identified above, member agencies will implement the following:

1. Pilot high school diploma program in Santa Paula (SPUSD)
2. Leverage regional partners to provide space for offsite ESL and Spanish in the Workplace programs (SPUSD, OJAI, VACE, OXNARD)
3. Incorporate contextualized basic skills into Hospitality and Food Handler programs (VACE), residential building, and caregiving (OXNARD, FILLMORE, VCCCD), Solar-photovoltaic (FILLMORE, VCCCD); manufacturing, manicuring, business and computing (SIMI)
4. Partner with Southwestern Carpenters Union to create new carpentry program (contingent on funding to offset shortfall needed to build new area on existing site) (SIMI)
5. Establish Uniquely-abled program for adult learners with autism spectrum disorder (VCOE)
6. CTE computer pathway with all MOS certification classes offered through Microsoft Imagine Academy and one additional basic computer class at Fillmore Active Adult Center (AAC) (FILLMORE)
7. Expand caregiving and ESL computer-based courses (CONEJO)
8. Establish ETS Testing Center for HiSET, NABCEP (North American Board of Certified Energy Practitioners) and any other ETS products in high demand (GRE, TOEFL, Praxis, Parapro) (FILLMORE)
9. Pilot Dedicated ABE class for pre-ESL population as part of regular sequence of leveled ESL classes 1 / 2 / 3 (FILLMORE)