

21 Salinas Valley Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

21 Salinas Valley Adult Education Consortium

Consortium Short Name:

21 Salinas Valley

Address:

411 Central Avenue | Salinas, CA | 93901

Website:

<https://svaec.org>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$4,120,067

CAEP Funds 2021-22:

\$3,911,580

CAEP Funds 2020-21:

\$3,759,327



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Fiscal Contact	David Techaira	dtechair@hartnell.edu	Controller	(831) 755-6835
Fiscal Contact	Elizabeth Flores	eflores@hartnell.edu	Budget & Grants Accountant	(831) 755-6983 ext: 6983
Primary Contact	Ivan Pagan	ipagan@hartnell.edu	Director of SVAEC	(831) 759-6021
Primary Contact	Mostafa Ghous	mghous@hartnell.edu		
Primary Contact	Laura Zavala	lzavala@hartnell.edu		

Member Agencies

Member Agency	Member Type	Contact	Phone
Gonzales Unified	Unified School District	Candice Camacho	(831) 675-0100 ext: 8117
Hartnell CCD	District	Ana Gonzalez	(831) 755-6719
Monterey Co. Office of Education	County Office of Education (COE)	Dawn Tovey	(831) 755-6440
North Monterey County Unified	Unified School District	Margarita Palacios	(831) 633-3343 ext: 1609
Salinas Union High	High School District	Tatiana Roganova	(831) 796-6900
Soledad Unified	Unified School District	Jeff Lopez	(831) 678-3987
South Monterey County Joint Union High	High School District	Paige Leebrick South Monterey County Joint Union High School District	(831) 385-4661

Executive Summary

Executive Summary *

Assessment

Overview and Preparation

First, an original needs assessment was conducted. Second, data was gathered to understand the needs of adults in the Salinas Valley.

Regional Alignment and Priorities

The implications of our research include increasing collaboration with workforce professionals, expanding apprenticeship opportunities, and expanding services in South County.

Educational Needs of Adults in the Region

Our key conclusion is that we don't provide extensive workforce services, but our partners do. Thus, we should collaborate more with our workforce partners.

Contributions by Entities

Our members participated in an administrators' retreat, conducted a needs assessment, attended weekly working sessions, and assisted in the collection of data for the three-year plan.

Regional Service Providers

We conducted an inventory of services provided by our 7 member agencies, as well as by 32 other regional service providers with whom we collaborate.

Current Levels and Types of Services

Our services include ESL, Basic English and Spanish literacy, ABE and ASE (including HSD/HSE), EL Civics, K-12 Success, and Workforce Readiness (including digital literacy and CTE).

Metrics

The following metrics were selected by the SVAEC.

CAEP Barriers & Metrics**Student Barriers**

- English Language Learner (AE 305 – Overall)
- Low Literacy (AE 311 – Overall)

Success

- Participants who earned a high school diploma or equivalency (AE 633 – Overall)

Consortium Level Metric Targets

- Number of Adults Served (AE 200 – Overall)
- English Language Learner (AE 305 – Overall)
- Low Literacy (AE 311 – Overall)

Member-level Metric Targets

- Adults Who Became Participants (AE 202 – Overall)
- Participants Who Earn a High School Diploma or Equivalency (AE 633 – Overall)

Objectives

Objective 1: Increase student enrollment to pre-pandemic levels.

Objective 2: Twenty percent of our completers (students who finish at least one course) will reach their stated workforce goals (includes employment goals).

Objective 3: As part of our commitment to equity, we renew our commitment to applying the immigrant integration framework and increasing support and opportunities for immigrants.

Objective 4: Sixty percent of our students will achieve an educational goal.

Objective 5: Sixty percent of students will persist at least 40 hours in a semester.

Activities and Outcomes

Activity 1: Student Enrollment

Examples of Strategies

- Develop a new outreach, marketing, and recruitment plan consistent with the results of the
- Formulate student enrollment plans that correspond with current regional needs.

Activity 2: Workforce Goals

Examples of Strategies

- Increase career pathways available to adult learners, particularly in business office technology
- Increase access to pathways that lead towards living wage jobs.

Activity 3: Immigrant Integration

Examples of Strategies

- Research immigrant integration and provide training for Consortium and partners.
- Explore how we could incorporate social, linguistic, and economic integration into our curriculum

Activity 4: Educational Goals

Examples of Strategies

- Develop pathways from adult school to community college.
- Develop new curricula and courses: bridge/transition courses, short-term certificate programs

Activity 5: Persistence

Examples of Strategies

- Establish spaces at schools that are clearly and consistently dedicated to adult education.
- Conduct transitional planning for students moving from adult education to community college

Funds Evaluation

In 2022-23, the SVAEC received \$4,120,067 as its CAEP allocation, an increase of \$208,487 over the previous year. Members leverage and braid funding from many other sources for their adult education programs. The largest source of braided funding is LCCFF funding, which we estimate at \$4,502,832. At \$1,836,625, the second largest source of braided funds is WIOA Title II funding. Finally, at \$466,500, the third largest source of braided funds is in-kind contributions. In sum, CAEP accounts for about 60% of our funds, and leveraged funds account for about 40%. We can also examine SVAEC funding by program area. At \$8,197,175, the top program area is adult basic education (ABE) and adult secondary education (ASE). With an investment of \$5,033,156, ESL/EL Civics is in second place. Finally, workforce reentry takes third place with an investment of \$3,719,058.

Assessment

Overview and Preparation *

The assessment phase of this project consisted of two principal activities. First, an original needs assessment was conducted with the assistance of Pedroso Consulting: <https://svaec.org/wp-content/uploads/2022/04/Strategic-Plan-Needs-Assessment-2022.pdf>. Second, data was gathered to understand the needs of adults in the Salinas Valley more fully. This is particularly important given that data is usually gathered for Monterey, but the Salinas Valley, as will be shown, has characteristics that are quite different from Monterey.

The original needs assessment consisted of a short, ten-question survey available in English or Spanish. The survey was administered to 354 enrolled students (yielding 376 valid surveys) with the assistance of instructors at the adult schools, as well as to 354 non-enrolled students (yielding 336 valid surveys). Enrolled students are adult students who have taken a class at one of our adult schools within the past year. Non-enrolled students are adults who have either never taken a class at one of our adult schools or have not taken a class with us in the past year.

The survey gathered the following information:

- Zip code
- Age
- Gender
- Primary language
- Current employment status
- Highest level of education
- Educational goals
- Courses of interest
- Career training of interest
- Career goals
- Barriers to enrolling in adult education

Once the surveys were concluded, follow up interviews were conducted with 16 community survey respondents to share insights on the top three barriers: can't take time off work, time of classes, and access to childcare. Finally, Pedroso Consulting prepared a report of their findings, and these findings were used to inform the metrics, objectives, activities, and outcomes.

To complement and inform our evaluation of the report prepared by Pedroso Consulting, we gathered background on the Salinas Valley. First, we looked at the Economic Overview for Monterey, CA, prepared by Chmura Economics & Analytics (2022) on behalf of the Monterey County Workforce Development Board. Second, we looked at original research conducted by Rosie Armstrong, Director of Workforce Development: Agriculture and Healthcare Sector Partnerships, Office of Institutional Advancement, Hartnell College.

The Economic Overview (2022) was useful in gaining points of comparison between Monterey County, the state, and the nation. Here are some highlights from that report. As compared to California and the USA, Monterey County ...

- Is more Hispanic (58.7%)
- Has a lower labor force participation rate (60.5%)
- Has more people without a HSD (29.9%)
- Has fewer people with bachelor's degrees (14.3%)
- Has more foreign-born people (29.8%)
- Has more people who speak English less than very well (27.3%)

- Has a higher unemployment rate (7.2%)
- Had a lower increase in average annual wages (7%)

In terms of industry, the top employers were the following:

- Agriculture, Forestry, Fishing and Hunting 28.4%
- Health Care and Social Assistance 11.4%
- Retail Trade 8.6%
- Accommodation and Food Services 8.6%

While the information in the Economic Overview is useful, if we drill down and investigate the communities of the Salinas Valley, we find a much different picture, as the following chart illustrates.

Data Category	Monterey County	King City	Greenfield	Soledad	Gonzales	Salinas	Salinas Valley
Population	439,035	13,322	18,937	24,925	8,647	163,542	229,373
Identify as Latino (%)	59.4	87.5	91.1	72.5	90.3	79.3	84.14
Immigrant (%)	29.8	49.2	40.7	29.9	32.5	37.3	37.92
BA or higher (%)	29.7	4.1	5.2	6.8	9.5	13.3	7.78
HS diploma (%)	71.5	41.9	45.2	59.9	53.7	59.2	51.98
under 18 (%)	26	33.6	35.4	22.6	32.2	31	30.96
65 and over (%)	14	6.4	6.4	6	7.4	8.9	7.02
Language other than English spoken at home (%)	55.2	82.5	82.8	61.4	75.7	72.2	74.92
Computer at home (%)	90.5	81.4	78.7	90	85.5	89	84.92
Broadband at home (%)	84.2	73.7	70.5	80.7	76	82.8	76.74
Median Income	71,015	49,375	59,595	64,472	65,527	61,527	60,099
Persons in Poverty (%)	11.6	18.6	13.2	13.5	10.1	16.8	14.44

Per census data from the American Community Survey, April 2020

Compiled by Rosie Armstrong, Hartnell College

In general, if we compare the Salinas Valley to Monterey, the Salinas Valley has ...

- A greater proportion of Latinos (84.14%)
- A greater proportion of immigrants (37.92%)
- A much lower proportion of people with a BA or higher (7.78%)
- A much lower proportion of people with a HSD (51.98%)
- A greater proportion of people under 18 (30.96%)
- A smaller proportion of people 65 and over (7.02%)
- A much greater proportion of people who speak something other than English at home (74.92%)
- A smaller proportion of people with computers at home (84.92%)

- A smaller proportion of people with broadband at home (76.74%)
- A smaller median income (\$60,099.20)
- A greater proportion of people in poverty (14.44%)

The above indicates a need for more ESL, ABE/ASE, outreach, and opportunities for immigrants.

Regional Alignment and Priorities *

The data for this section is derived from two principal sources. The first report, Addressing the Needs of Employers and Workers in the Salinas Valley (June 2016), was sponsored by Jobs for the Future and The National Resource Network. The second report is The Workforce Innovation and Opportunity Act (WIOA) Local Plan, Program Years 2017-2020.

The Addressing the Needs report begins by reviewing Labor Market Information (LMI). Since much of this information was reviewed in the previous section of the three-year plan, we will forgo reviewing it.

In the next section of the report, Addressing the Needs performs an asset mapping of our region in the context of launching sector partnerships in key industries (agriculture and health care). A lack of space does not permit an extensive discussion of the analysis, but here is a list of the assets and liabilities that the report identifies:

- Strong employer engagement
- Resources for funding workforce development, education, and training
- Strength of postsecondary programs
- Need for skilled workers in agriculture and healthcare
- Need for enhanced ABE/English language skills and lack of providers
- Benefits of work-based learning models
- Building capacity of ROP programs
- Lack of access to education, training, and workforce services in the southern Salinas Valley. Finally, the Addressing the Needs report offers the following recommendations:
- Develop sector partnerships in two key industries, agriculture and health care.
- Select industry champions within each of these industries.
- Identify an intermediary organization that can serve as a neutral broker with each key industry.
- Identify financial resources for the intermediary organization.
- Set a leadership structure for the intermediary organization.

This report's recommendations focus on the development of an intermediary. The report recommended either Hartnell College or the MBEP for this intermediary role, but one might argue that the MCWDB is centrally poised for this role, so its Local Plan will be explored next.

The Local Plan begins by reviewing data on the region. Since this was covered in depth in the previous section of the three-year plan, we shall forgo a discussion of this data. Instead, we shall start with the goals established in the Local Plan:

- Employer engagement.
- Aligning career pathways and sector strategies.
- System alignment and accountability.

To accomplish these goals, the report identifies seven strategies:

1. Sector strategies: These strategies help to align workforce and education programs with the needs of industry sectors.
2. Career pathways: These pathways should be characterized by progressive skills development, multiple entry and exit points, and include remedial programs.
3. Regional partnerships: Build partnerships with industry leaders, workforce professionals, and education and training providers.
4. Earn and learn: Employ practices that combine applied learning opportunities with compensation.
5. Supportive services: Provide wraparound services like childcare, transportation, and counseling.
6. Integrated service delivery: Use braided resources to meet clients' needs.

7. Cross-system data capacity: Employ both diagnostic and performance data.

In the remaining space, we'd like to discuss the implications and intersections of these two reports with adult education:

- Collaborate more with workforce professionals. Align our work and avoid tapping into the same workforce professionals for overlapping reasons.
- In addition to apprenticeships, provide job shadowing and career exploration activities for adults. They may not necessarily know what they want to do, and we could help them to engage in exploratory activities in a safe environment.
- Language is a barrier to entry to higher-level healthcare and ag jobs. Adult schools can help in two ways. First, we can help students improve their English and attain their first entry-level job. Second, we can educate students on the career paths in ag and healthcare that lead to higher paying jobs.
- Improve outreach. Many adults in the community are not aware of our services and are not aware that our services are free of charge.
- Expand apprenticeship opportunities beyond ECE. Perhaps opportunities in ag and healthcare could be considered.
- Expand services in South County, for it continues to be underserved. For example, Soledad lacks an American Job Center/One-stop Career Center, and King City residents cannot access CET's services because of the distance to the nearest CET center and because of a lack of transportation.

Evaluate the Educational Needs of Adults in the Region *

Below is a chart summarizing the current levels and types of education and workforce services in the region.

KEY

- ABE Adult Basic Education
- ASE Adult Secondary Education
- ESL English as a Second Language
- EL Civics English Language Civics
- AWD Adult Workforce Development
- K12 Success K-12 Success Classes for Parents
- CTE (ST) Short-term Career Technical Education
- WR Workforce Readiness
- PA Pre-apprenticeship

Following is a summary of the analysis.

TYPE OF SERVICE	PERCENT
PA	0.16%
EL Civics	18.42%
ASE	36.84%
ABE	42.11%
ESL	42.11%
K12 Success	42.11%
CTE (ST)	50.00%
WR	57.89%
AWD	63.16%

Here is a list of the service providers that we surveyed:

- Agriculture Land-based Training Association (ALBA)
- Alisal Family Resource Center
- Alliance Career Training Solutions
- California Department of Migrant Education
- California Rural Legal Assistance
- Castro Plaza Child & Family Resource Center
- Catholic Charities
- Center for Employment and Training (CET)
- Central Coast College
- Door to Hope
- America's Job Centers of California
- Farmworker Institute for Education and Leadership Development (FIELD)
- Gonzales Adult School (GUSD)
- Goodwill Central Coast
- Hartnell College
- Loaves, Fishes and Computers
- Mexican American Opportunity Fund
- Monterey Bay Economic Partnership
- Monterey County Free Libraries
- Monterey County Jail
- Monterey County Office of Education
- Monterey County Workforce Development Board
- North Monterey County Adult School (NMCUSD)
- Papas
- Partners for Peace
- Salinas Valley Memorial Healthcare System
- Rancho Cielo
- Salinas Adult School (SUHSD)
- Salinas City Elementary School District
- Salinas Public Libraries
- Salinas Valley Community Church

- Salvation Army
- Soledad Adult School (SUSD)
- South Monterey County Adult School (SMCJUHS D)
- Tri-county Electrical Joint Apprenticeship and Training Committee (JATC)
- Turning Point
- UFW Foundation
- Veterans Transition Center of Monterey County

Beyond what the data evidently indicate, in conjunction with the reports examined in the previous sections, we may conclude the following:

- The SVAEC needs to promote its services more. This isn't directly evident from the data, but reports in previous sections as well as our needs assessment indicate that many adults still do not know about our services.
- The SVAEC doesn't provide extensive workforce services, but plenty of providers do. Thus, the SVAEC could collaborate more with our workforce partners to provide adults with tighter integration of education and workforce services.
- Apprenticeships are an untapped area.

Here is a more in-depth analysis of the services provided by the SVAEC.

Member	SupportServices
Gonzales	<ul style="list-style-type: none"> x Post-secondary transition advising and support x Citizenship events, immigration/legal support through x Family Digital Literacy Workshops (Chromebooks through x Training services: Clerical Typing Testing; Paraprofession Food Managers training and certification; Microsoft Off x Driver's training (behind the wheel and DMV test prep) x Family Math Academy x Childcare x Food bank deliveries x Transportation assistance
Hartnell	<ul style="list-style-type: none"> x Application, placement and registration x High School Equivalency Program for farmworkers (HE x MiCASA services for Dreamers, including student advisin x Academic Counseling Services - education plans x Parent Support Workshops in Collaboration with Hartn x Digital Literacy Program x Technology Support -- Chromebooks, Hotspots, Tech s x Food bank and food vouchers x Emergency Scholarships x Housing/Rent Assistance x Crisis Counseling Services x Transition Support x Onboarding Services x Transportation Services x Parent Outreach x ACE and services for formerly incarcerated, homeless, a x College Pathways and Counseling services x Disabled Students Programs & Services (DSP&S) x Tutoring x Food bank deliveries x Student Parent Club
MCOE	<ul style="list-style-type: none"> x College and Career Advising/Planning/Transition Supp x Wrap-around services provided by other partners in the
NMC	<ul style="list-style-type: none"> x Parent Outreach x HS Diploma Students have access to Mental Health Cou x Immigration Support and events x Childcare x Positive Parenting Classes
Salinas	<ul style="list-style-type: none"> x Welcome Center x New student orientations x College & Career Advising x Field trips and college tours x Job Fairs x Student Council x Student Newsletter x Tutoring x Paraeducator Assessment
Soledad	<ul style="list-style-type: none"> x Post-secondary transition, advising and support x Early learning support for parents

Contributions by Entities *

The Salinas Valley Adult Education Consortium consists of the following members:

Agency/District Short Name	Full Name
North Monterey County	North Monterey County Unified School District (NMCUSD)
Hartnell	Hartnell College
Salinas	Salinas Union High School District (SUHSD)
MCOE	Monterey County Office of Education (MCOE)
Gonzales	Gonzales Unified School District (GUSD)
Soledad	Soledad Unified School District (SUSD)
South Monterey County	South Monterey County Joint Union High School District (SMCJUHSD)

Here are the principal individuals within each of these organizations that contributed to the development of the three-year plan:

Member Designees	District/School
Candice Camacho Director, College & Career Readiness	Gonzales Unified School District (GUSD)
Ana Gonzales Director, Academic Affairs	Hartnell College
Emily Tsai Brownfield Director, Learning & Student Readiness	North Monterey County Unified School District (NMCUSD)
Tatiana Roganova Director, Salinas Adult School	Salinas Union High School District (SUHSD)
Francisco Pinedo Lead Teacher, Adult Education	Soledad Unified School District (SUSD)
Paige Leebrick Coordinator, Alternative Education	South Monterey County Joint Union High School District (SMCJUHSD)
Greg Ludwa Curriculum & Math Senior Teacher	Monterey County Office of Education (MCOE)

In addition, Ivan Pagan, the Director of the SVAEC, organized the development of the three-year plan.

Here are the ways in which the members contributed to the three-year plan:

- Participated in an administrators' retreat in which we analyzed the last three-year plan in preparation for the new plan
 - Inventory of current SVAEC member instructional services
 - Inventory of current member student support services
 - Review of goals and metrics
 - SWOT (strengths, weaknesses, opportunities, and threats) analysis
- Participated in the approval of the needs assessment conducted by Pedroso Consulting
- Assisted in the completion of the surveys for the needs assessment
- Attended weekly working/discussion sessions between March and June to work on the three-year plan

Schedule of Meetings/Tasks

3/30 Assessment

4/8 Metrics

4/15 Goals and objectives

4/22 Needs assessment report

- 4/29 Revise and finalize metrics
- 5/6 Revise and finalize objectives
- 5/13 Review activities and outcomes
- 5/20 Review funds evaluation
- 5/27 Seek feedback from community partners
- 6/3 Incorporate feedback from community partners
- 6/10 Finalize draft; write executive summary
- 6/17 Certification of Plan
- 6/20 Final draft is due in NOVA

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Gonzales Unified	Member Representative	14	111	136	136	0	74	0	66	0
*Hartnell CCD	Member Representative	30	104	408	0	0	0	0	0	0
*Monterey Co. Office of Education	Member Representative	0	57	0	0	0	0	0	59	0
*North Monterey County Unified	Member Representative	0	100	91	50	0	0	11	0	0
*Salinas Union High	Member Representative	207	768	793	598	0	0	75	0	0
*Soledad Unified	Member Representative	50	133	79	0	0	21	18	0	0
*South Monterey County Joint Union High	Member Representative	22	117	79	8	0	0	0	0	0
Total Participants		323	1390	1586	792	0	95	104	125	0

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Agriculture Land-based Training Association (ALBA)	Industry	✓	×	×	×	✓	×	✓	✓	✓
Alliance Career Training Solutions	Other	✓	×	×	×	×	×	✓	×	✓
California Department of Migrant Education	Other	×	✓	✓	×	✓	✓	✓	✓	×
California Rural Legal Assistance	Other	×	×	×	×	×	✓	×	×	×
Castro Plaza Child & Family Resource Center	Other	×	✓	✓	✓	×	✓	×	×	×
Center for Employment Training (CET)	Other	✓	×	×	×	✓	×	✓	✓	×
Central Coast College	Other	×	×	×	×	✓	×	✓	✓	×
Door to Hope	Other	×	×	×	×	×	✓	×	×	×
Farmworker Institute for Education and Leadership Development (FIELD)	Other	✓	✓	×	×	✓	✓	✓	×	×
Gonzales Adult School (GUSD)	Other	✓	×	✓	✓	✓	✓	×	×	×
Goodwill Central Coast	Other	×	×	×	×	✓	✓	✓	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Hartnell College	Other	✓	✓	✓	×	✓	✓	✓	✓	×
Loaves, Fishes and Computers	Other	✓	✓	×	×	✓	✓	×	✓	×
Monterey Bay Economic Partnerships	Other	×	×	×	×	✓	×	×	✓	×
Monterey County Free Libraries	Other	×	✓	✓	×	✓	✓	✓	✓	×
Monterey County Jail	Other	✓	✓	✓	×	✓	×	✓	✓	×
Monterey County Workforce Development Board	Other	✓	×	✓	×	✓	×	✓	✓	✓
North Monterey County Adult School (NMCUSD)	Other	✓	✓	✓	✓	✓	✓	×	×	×
Partners for Peace	Other	✓	×	×	×	×	✓	×	×	×
Salinas Valley Memorial Healthcare System	Other	×	×	×	×	✓	×	×	✓	×
Rancho Cielo	Other	×	✓	✓	×	✓	✓	✓	✓	×
Salinas Adult School (SUHSD)	Other	✓	✓	✓	✓	✓	×	✓	✓	×
Salinas City Elementary School District	Other	×	×	×	×	✓	×	×	✓	×
Salinas Public Libraries	Other	✓	✓	✓	✓	✓	✓	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Soledad Adult School (SUSD)	Other	✓	✓	✓	✓	✓	✓	✓	✓	✓
South Monterey County Adult School (SMCJUHS)	Other	✓	✓	✓	✓	✓	✓	✓	✓	✗
Tri-county Electrical Joint Apprenticeship and Training Committee (JATC)	Other	✗	✗	✗	✗	✓	✗	✓	✓	✓
Turning Point	Other	✗	✗	✗	✗	✓	✗	✓	✓	✗
Alisal Family Resource Center	Other	✗	✗	✓	✗	✗	✗	✗	✗	✗
America's Job Centers of California	Other	✗	✗	✗	✗	✓	✗	✓	✓	✓
Monterey County Office of Education	Other	✓	✓	✓	✗	✗	✗	✓	✓	✗
UFW Foundation	Other	✗	✗	✓	✗	✗	✗	✗	✗	✗

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Following is a brief description of the current levels and types of services offered by the Salinas Valley Adult Education Consortium (SVAEC). In what follows, these abbreviations are used:

Gonzales (Gonzales Adult School of Gonzales Unified School District)

Hartnell (Hartnell Community College District)

MCOE (Monterey County Office of Education Adult Education)

NMC (North Monterey County Adult Education Services of North Monterey County Unified School District)

Salinas (Salinas Adult School of Salinas Union High School District)

Soledad (Soledad Adult School of Soledad Unified School District)

SMC (South Monterey County Adult School of South Monterey County Joint Union High School District)

20-21 = Students served in FY 20-21

21-22 = Students served in Q1-Q3 of FY 21-22

Language Development: ESL, Basic English Literacy, Basic Spanish Literacy

Member	20-21	21-22
Gonzales	136	196
Hartnell	390	410
NMC	141	169
Salinas	793	1375
Soledad	147	83
SMC	79	122

ABE/ASE: Adult Basic Education and Adult Secondary Education, including HSD and HSE

Member	20-21	21-22
Gonzales	125	174
Hartnell	109	90
MCOE	57	32
NMC	100	89
Salinas	975	1275
Soledad	85	151
SMC	117	115

EL Civics

Member	20-21	21-22
Gonzales	Numbers included with ESL.	
NMC		
Salinas		
Soledad		
SMC		

K-12 Success

Member	20-21	21-22
Gonzales	74	61
Hartnell	0	0
NMC	0	7
Soledad	50	31

Workforce Readiness, including Digital Literacy and CTE

Member	20-21	21-22
Gonzales	66	138
Hartnell	86	137
MCOE	59	56
NMC	11	125
Salinas	75	170
Soledad	15	8
SMC	57	19

Programming for Adults with Disabilities

Only Salinas offers services in this area. Salinas served 0 students in 20-21 and 162 students in 21-22. Hartnell also offers disability services to all students, but we cannot get a count of how many of those are exclusively adult students.

Pre-apprenticeship

Only Soledad offers services in this area. Soledad served 0 students in 20-21 and 15 students in 21-22.

Conclusions

The SVAEC has strengths in Language Development (ESL, Basic English Literacy, Basic Spanish Literacy), ABE/ASE (Adult Basic Education and Adult Secondary Education, including HSD and HSE), and EL Civics. K-12 Success, Workforce Readiness (including Digital Literacy and CTE), Programming for Adults with Disabilities, and Pre-apprenticeship could be strengthened. Because many adults in the community require language development, we intend to continue to focus on this area; however, we also intend to develop stronger relationships with our partners in workforce development.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Literacy (AE 311 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

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

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	3,336	2,681		3,500	3,700	4,000
Student Barriers	English Language Learner (AE 305 - Overall)	2,212	1,572		1,500	1,800	2,200
Student Barriers	Low Literacy (AE 311 - Overall)	3,124	2,486		3,300	3,500	3,700

Member Level Metric Targets

* Mandatory for all members

Gonzales Unified (Reported by Gonzales Unified School District (GUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	218	204		407	427	550
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	19	19		38	40	42

Hartnell CCD (Reported by Hartnell District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	330	325		300	350	380
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				100	100	100

Monterey Co. Office of Education (Reported by Monterey County Office of Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	80	12		80	100	120
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	16			8	10	12

North Monterey County Unified (Reported by North Monterey County Unified School District (NMCUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	183	178		335	352	370
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		23		25	28	30

Salinas Union High (Reported by Salinas Union High School District (SUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,405	1,095		2,000	2,100	2,200
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	72	84		120	125	127

Soledad Unified (Reported by Soledad Unified School District (SUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	375	195		275	300	350
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	35	20		175	200	225

South Monterey County Joint Union High (Reported by South Monterey County Joint Union High School District (SMCJUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	57	99		200	225	250
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				7	9	11

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Gonzales Unified	100%	100%	54%	100%	100%	100%
Hartnell CCD	100%	100%	67%	85%	85%	85%
Monterey Co. Office of Education	100%	100%	73%	100%	100%	100%
North Monterey County Unified	100%	100%	55%	85%	90%	95%
Salinas Union High	100%	100%	73%	100%	100%	100%
Soledad Unified	100%	142%	108%	85%	90%	95%
South Monterey County Joint Union High	100%	100%	33%	95%	95%	95%

Objectives

Address Educational Needs

Description of Objective *

Objective 1: Increase student enrollment to pre-pandemic levels.

Census data and student data show that thousands of community members need our services. Data from the Community Needs Assessment Survey showed that many community members are still unaware of the adult education programs in the region and/or that they do not know how to access or enroll in the programs. Thus, a primary focus of the SVAEC's efforts is enrollment. The three main strategies it will use to achieve its enrollment goals are outreach, marketing, and improved access.

The highly effective methods used to conduct the SVAEC Community Needs Assessment will be utilized in the SVAEC's outreach efforts. Outreach and marketing efforts will be tailored to the needs of adults who are English Language Learners, immigrants, have low literacy levels, have had limited formal education, are unfamiliar with the U.S. school system, low-income, and speakers of Spanish, indigenous Central American languages, and Arabic. Increased high-touch community outreach through engagement of stakeholders, leveraging of partnerships, and consistent presence in locations where our target prospective students are commonly found will lead to opportunities for information sharing and relationship building. This will also provide opportunities for feedback from the community and continuous needs assessment.

Key stakeholders include K-12 schools, libraries, employers, WIOA partners, and numerous community-based organizations. Engagement of teachers and current students will also be critical to recruitment efforts; the idea of Student Ambassadors will be explored. Key locations/opportunities for recruitment include K-12 school meetings and events, public libraries, AJCCs/One Stop Centers, company events (especially agriculture companies), food bank distribution sites, affordable housing sites and farmworker housing sites, laundromats, and churches. The emphasis will be on going to where the prospective students are, rather than waiting for them to come to us, and trying new approaches like on-site registration at community events.

The SVAEC will continue to build a strong referral network by collaboratively developing and implementing cross-referral tools and processes with WIOA partners, the regional Active Referral Network and Prosperity Advisory Group coordinated by the

United Way and Goodwill Central Coast, Monterey Bay Economic Partnership, other neighboring adult education consortia, and other partners and initiatives.

Improve Integration of Services & Transitions

Description of Objective *

Objective 2: 20% of our completers (students who finish at least one course) will reach their stated workforce goals (includes employment goals).

One of our primary objectives is to help adult learners reach their career goals, and the data shows that adults need access to pathways that lead towards living wage jobs and that industry needs a skilled workforce. Our role in meeting these needs is to help adult learners gain the basic skills, employability skills, and technical skills needed to move from unemployment, underemployment, or low-wage jobs into middle-skill, middle-wage jobs. Our aim is to provide instruction, training, and advising to help students reach their career goals. Goals may include moving from unemployment to employment or from part to full-time work; qualifying for jobs with increased responsibility and earning potential; advancing to positions of higher responsibility; transitioning over to a completely new career pathway or sector; or finding jobs with improved working conditions, schedules, or locations. The strategies for this goal include expansion and innovation in curriculum and instruction; increased student support services; leveraging of industry and community partnerships; and data collection.

Objective 3: As part of our commitment to equity, we renew our commitment to applying the immigrant integration framework and increasing support and opportunities for immigrants.

The goal of applying the immigrant integration framework reflects the SVAEC's commitment to better serve the immigrant populations in the Salinas Valley by collecting and analyzing relevant data, conducting additional relevant research and needs assessments, and improving programs and services accordingly. The SVAEC also aims to engage regional stakeholders in efforts to develop a strong network of partners and a regional plan to improve services and create more opportunities for immigrants in our communities. Our network will be similar to the immigrant integration network called ALLIES in the South Bay region. The SVAEC will adopt/adapt this Immigrant Integration Framework and use it to develop and implement a Regional Immigrant Integration Plan by (1) conducting further research, (2) forming a professional development plan to ensure that the Consortium's administrators, teachers, and staff are informed of and versed in immigrant integration, and (3) extending training to stakeholders, who will then be engaged to partner in collaborative planning efforts.

Improve Effectiveness of Services

Description of Objective *

Objective 4: 60% of our students will achieve an educational goal.

This goal hinges on increased student persistence and success through relevant programming, high-quality instruction, and wrap-around support services. More viable pathways need to be developed for adults to transition from adult schools and other community partner programs into college and the workforce. Those pathways will require new courses and curricula, new instructional models and strategies, and alignment between programs and with academic and industry standards.

The new programming includes bridge courses to help students transition into college; short-term certificate programs; contextualized instruction in new courses and integrated across all curricula; a workforce readiness curriculum in the form of new courses and integrated across program areas and levels; and CTE (Healthcare, Agriculture, Education, Hospitality, and Building Trades). Curricula must be aligned with academic standards, industry standards and workforce needs, as well as the new immigrant integration metrics that capture student goals related to family, civic, financial, health and wellness, and other areas of growth for immigrants, in addition to academic and career goals.

Objective 5: 60% of students will persist at least 40 hours in a semester.

To achieve this goal, advising and individualized career planning services will be made available to all students. Career advisors, counselors, and staff will provide support to adult education students. Besides the individualized career planning,

support services will include providing clear and comprehensive career pathway maps and information for students and providers; job fairs specifically for adult learners and the community; and referrals to job training programs, work-based learning opportunities, and job opportunities. Ongoing student-centered advising and counseling services will include the development of individualized education plans for each and every adult education student. Mentoring can also be a powerful way to help students persist; mentor and peer mentor activities will be piloted. Programming and messaging that is supportive of students and encourages students to push themselves beyond what they thought was possible will be implemented. Mapping the education and career pathways options for students will also show students what is possible, help facilitate their planning, and provide smoother transitions into college or career.

Activities & Outcomes

Activity Name *

STUDENT ENROLLMENT

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Objective 1: Increase student enrollment to pre-pandemic levels.

Develop a new outreach, marketing, and recruitment plan consistent with the results of the needs assessment.

Formulate student enrollment plans that correspond with current regional needs.

Expand outreach in Spanish and other languages.

Conduct more community outreach and targeted recruitment through engagement of stakeholders, leveraging of partnerships (especially K-12 schools and employers), and increased presence in the community and industry.

Build a stronger cross-referral network with other providers and pilot co-location of counselors/advisors/case managers.

Host more tours and events at the adult education program sites.

Consistently follow up with students who have expressed interest or who signed up but did not attend.

Tailor marketing to reach specific audiences (e.g., ELLs, immigrants, adults with limited literacy skills, adults with limited formal education, low-income adults, and speakers of other languages).

Increase our presence in locations where our prospective students are commonly found: K-12 school meetings, public libraries, AJCCs/One-stop Centers, company events, food banks, housing sites, laundromats, churches, etc.

Likewise, increase our presence in locations where our students want to go.

Improve and better communicate enrollment processes across Consortium to make them consistent, clear, and student-centered.

Continue and expand ESL and English literacy class offerings.

Expand offerings to better meet the needs of students, and offer classes in multiple modalities (in-person, on-line, and hybrid) and more flexible schedules (including evening and weekend offerings).

Offer classes of interest to students, including reading, spelling, writing, job interview skills, soft skills, math, personal finance, etc.

Take greater advantage of word-of-mouth advertising through our current students.

Engage in more goal setting with the students (by the week, quarter, or semester).

Emphasize that adult school can be a bridge to community college.

Expand pre-apprenticeship opportunities.

Communicate class offerings at workplace locations.

Strengthen partnerships with industry and employers.

Communicate that adult ed classes are free.

Provide info on financial assistance.

Conduct research to determine the reasons that might be keeping people from enrolling (e.g., being fully employed). Where possible, reduce the barriers to enrolling (e.g., offer class at more flexible times).

Short-Term Outcomes (12 Months) *

Increased awareness of adult education programs and services and their enrollment processes.

Improved student access to adult education programs and services.

Improved retention of students post-intake and post-orientation.

Increased and strengthened partnerships with industry and community partners.

Intermediate Outcomes (1-3 Years) *

Increased student enrollment in adult education programs.

Classes at capacity.

Increased student persistence and completion.

Achievement of students' desired outcomes.

Strong regional referral network.

Increased referrals.

Increased pre-apprenticeship opportunities.

Long-Term Outcomes (3-5 Years) *

Increased percentage of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their educational goals.

Increased economic prosperity and upward mobility for adults, their families, and communities.

Workforce, economic, and community development in the Salinas Valley leading to equity, a reduction in poverty, and a robust economy.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Ana Gonzalez
Candice Camacho
Greg Ludwa
Ivan Pagan
Jeff Lopez
Margarita Palacios
Paige Leebrick
Tatiana Roganova

Activity Name *

WORKFORCE GOALS

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Objective 2: Twenty percent of our completers (students who finish at least one course) will reach their stated workforce goals (includes employment goals).

Increase career pathways available to adult learners, particularly in business office technology, small business, healthcare, agriculture, and education.

Increase access to pathways that lead toward living wage jobs.

Help adult learners gain employability and technical skills.

Ensure that students can articulate the transferable skills they have learned.

Research and develop viable career pathways and programming that lead to increased workforce opportunities for undocumented adults.

Expand and innovate curriculum and instruction. For example, expand short-term certificate CTE programs and develop pre-CTE bridge courses.

Integrate career pathways and workforce readiness across the curricula. Develop career pathways maps.

Provide advising services, develop individualized career plans for students transitioning to college, provide ongoing support and follow up, and conduct workforce-related data collection.

Hold job fairs at adult schools.

Refer students to job training programs, work-based learning opportunities, and job opportunities.

Further develop relationships with employers and other industry partners for outreach and referrals, new program development, job and internship placement opportunities, and collaboration in the development of a regional workforce development plan.

Increase collaboration with the MCWDB and WIOA-funded job training programs.

Develop industry liaisons to deepen relationships with industry partners, increase collaboration, and optimize opportunities for students.

Expand pre-apprenticeship opportunities for students.

Improve data collection at intake and follow up. Ensure collection of student goals and barriers related to employment and career.

Collect data on workforce gains. These may include the following:

- Maintaining a job.
- Moving from unemployment to employment.
- Moving from part-time work to full-time work.
- Moving to a job with greater responsibility.
- Moving to a job with greater pay.
- Advancing to a higher position in current company or industry.
- Transitioning to a completely new career pathway.
- Finding a job with better working conditions.
- Finding a job with a better work schedule.

- Finding a job in a location that is more convenient.

Survey students to better understand barriers to achieving workforce gains and how best to support students.

Identify gaps in knowledge with teachers and staff.

Research employer/industry needs and better communicate those needs to adult education teachers and staff.

Provide professional development for teachers related to workforce readiness and career pathways.

Develop strategies to motivate students to persist in classes (e.g., incentives, rewards, and awards ceremonies).

Increase collaboration with Hartnell College.

Highlight CTE opportunities in Bridge class.

Short-Term Outcomes (12 Months) *

Career advising services and individualized career plans offered to transitioning students.

More CTE and workforce readiness programming developed and offered.

More career pathways open to adult students.

Enhanced relationships with employers and industry partners.

Intermediate Outcomes (1-3 Years) *

Increased number of students receiving workforce readiness and CTE services.

Increased pre-apprenticeship opportunities.

Increased number of students making workforce gains, such as, the following: progressing from unemployment to employment, part-time to full-time work, new positions/advancement, wage gains, or improved working conditions.

Long-Term Outcomes (3-5 Years) *

Increased number of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their workforce goals.

Increased economic prosperity and upward mobility for adults, their families, and communities.

Workforce, economic, and community development in the Salinas Valley leading to equity, a reduction in poverty, and a robust economy.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Ana Gonzalez
Candice Camacho
Greg Ludwa
Ivan Pagan
Jeff Lopez
Margarita Palacios
Paige Leebrick
Tatiana Roganova

Activity Name *

IMMIGRANT INTEGRATION

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Objective 3: As part of our commitment to equity, we renew our commitment to applying the immigrant integration framework and increasing support and opportunities for immigrants.

Research immigrant integration and provide training for Consortium and partners.

Explore how we could incorporate social, linguistic, and economic integration into our curricula and practices.

Inventory and map current immigrant integration assets in the region and identify opportunities for improvement and expansion.

Conduct immigrant integration needs assessment that captures data related to barriers preventing immigrants from accessing resources.

Utilize data to inform the improvement or expansion of programs and services.

Create more career pathways for immigrants in our communities, including those who are undocumented.

Include new immigrant integration metrics into Consortium data practices.

Provide training to increase knowledge and skills of adult education program administrators, teachers, and staff related to immigrant integration.

Plan full-day trainings on immigrant integration (perhaps by ALLIES).

Create a PLC on immigrant integration (or incorporate this into one of our current PLCs).

Engage regional stakeholders to develop a strong network of partners; extend training opportunities to partners.

Increase partnerships with providers of non-instructional services (e.g., healthcare; legal, social, and financial service providers; industry and civic partners).

Conduct research leading to the development of a collaborative regional plan for immigrant integration with partners and stakeholders.

Revise or develop new curriculum with EL Civics.

Per the ALLIES Immigrant Integration Framework, integrate the following in our curricula: English language proficiency; first language literacy; educational and career advancement; financial security; health and well-being; providing for family; credentials and residency; participation in civic and community life.

Work with partners to develop and implement a workshop series for immigrants related to immigrant integration and available resources.

Integrate work ethics into some of the programs, including customer service skills, conflict resolution skills, and responsibilities of the employer and the worker.

Conduct outreach designed to promote immigrants' knowledge of and access to resources, including how to obtain benefits.

Increase collaboration with Hartnell faculty.

Partner with Hartnell's parent liaison.

Promote parents' involvement in their local schools.

Short-Term Outcomes (12 Months) *

We will become better informed on the following:

The meaning of immigrant integration and the impact that relevant programs have on our communities.

The immigrant integration needs and assets of our region.

The State metrics and guidelines for immigrant integration.

Best practices for creating career pathways for immigrants and ELLs, including those who are undocumented.

Intermediate Outcomes (1-3 Years) *

Stronger partnerships between the Consortium and regional stakeholders that can be leveraged for improving services and increasing opportunities for immigrants.

Immigrant integration-related skills incorporated into curricula across program areas and levels.

New career pathways for immigrants who do not meet the right-to-work requirements.

Increased awareness of services among immigrant communities.

Increased trust in our services among immigrant communities.

Long-Term Outcomes (3-5 Years) *

Increased number of immigrants who are reaching out to us and making progress toward their goals.

Immigrant students have soft and technical skills to succeed in school and the workplace.

Strong network of stakeholders collaborating to serve and provide opportunities for immigrants.

Progress in areas of workforce, economic, and community development.

Economic prosperity and upward mobility for immigrants, their families, and communities.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Ana Gonzalez
Candice Camacho
Greg Ludwa
Ivan Pagan
Jeff Lopez
Margarita Palacios
Paige Leebrick
Tatiana Roganova

Activity Name *

EDUCATIONAL GOALS

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Objective 4: Sixty percent of students will achieve an educational goal.

Develop pathways from adult school to community college.

Develop new curricula and courses: bridge/transition courses, short-term certificate programs, contextualized instruction (IET, VESL, Integrated EL Civics), workforce readiness, and CTE (business office technology, small business, healthcare, agriculture, and education).

Align curricula across adult education programs with college curricula, industry standards and needs, academic standards like CCRS and ELPS, and with new immigrant integration metrics.

Integrate trauma-informed and equity-minded practices into curricula.

Integrate college and career readiness skills, career pathways, and workforce development knowledge into all curricula across program areas and levels.

Develop more programming for special populations, like adults with disabilities and undocumented students.

Offer professional development in individualized education planning for adult learners transitioning to college, career pathways, and workforce development.

Provide students with incentives for achieving their educational goals.

Focus on persistence, engagement, and motivation.

Integrate work ethics, collaboration, and problem solving into the curriculum--skills that will transfer to the workforce.

As we transition to the post-pandemic era, move from on-line to in-person instruction.

Have dedicated counselors to help students to transition.

Increase tutoring services, particularly, with technology.

Discuss goals at intake.

Develop/foster study and support groups among students. Provide students with strategies for how to be a part of a study group.

Promote the development of metacognitive activities designed to monitor progress with the following educational goals:

- Improving a skill.
- Creating attainable goals.
- Making a realistic schedule.
- Gaining confidence.
- Exploring new activities.
- Reaching out for help.
- Remaining determined.
- Learning patience.
- Balancing school, work, and family.
- Developing good study habits.
- Attending regularly.
- Participating in class.
- Asking questions.

Short-Term Outcomes (12 Months) *

Increased percentage of students setting goals, developing education plans, and persisting in adult education programs.

Smother transitions for students between levels, programs, and institutions.

Additional courses that are relevant to adult learners' lives and goals.

Courses relevant to transitions and employment.

Improved student data collection.

Intermediate Outcomes (1-3 Years) *

Increased percentage of students achieving desired outcomes and goals.

Increased percentage of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their educational and career goals.

Long-Term Outcomes (3-5 Years) *

Increased economic prosperity and upward mobility for adults, their families, and their communities.

Increased workforce, economic, and community development in the Salinas Valley leading to equity, alleviation of poverty, and a robust economy.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
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Responsible person(s)

Name
Ana Gonzalez
Candice Camacho
Francisco Pinedo
Greg Ludwa
Ivan Pagan
Margarita Palacios
Paige Leebrick
Tatiana Roganova

Activity Name *

PERSISTENCE

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Objective 5: Sixty percent of students will persist at least 40 hours in a semester.

Establish spaces at schools that are clearly and consistently dedicated to adult education.

Conduct transitional planning for students moving from adult education to community college or other educational programs.

Support student goal setting during orientation and during transitions.

Consider providing childcare information and resources. Also consider providing childcare.

Partner with local agencies to provide wraparound services.

Provide ongoing advising, mentoring, and support to all adult education students.

Provide peer mentors and mentoring activities.

Employ programming and messaging that are supportive of all students.

Map education and career pathways for students who are transitioning.

Diversify instructional strategies and modalities.

Offer dynamic classes in flexible schedules.

Connect students to WIOA Title I programs.

Provide professional development for teachers, staff, and administrators.

Improve data collection practices to better capture student goals, progress, and outcomes.

Utilize student assessment data to inform placement and instruction.

As a Consortium, set Consortium-wide and member-level targets for student progress and completion.

Regularly review student data together for continuous program quality improvement.

Identify and address the reasons why some students do not continue attending after beginning a course.

Increase professional development and SEL for students.

Design engaging classes that have value for students.

Treat every person with respect and trust.

Short-Term Outcomes (12 Months) *

Staff and teachers better trained in goal-setting, educational planning, career exploration, and career development.

Staff more informed in educational and career resources for their students.

Staff more knowledgeable about regional workforce development information.

Improved student data collection.

Intermediate Outcomes (1-3 Years) *

Develop more adult education programs and pathways that meet the needs of adult learners and industry.

Increased percentage of students gaining new skills, obtaining certificates and degrees, increasing their earning potential, and reaching their educational and career goals.

Long-Term Outcomes (3-5 Years) *

Increased economic prosperity and upward mobility for adults, their families, and their communities.

Increased workforce, economic, and community development in the Salinas Valley leading to equity, alleviation of poverty, and a robust economy.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
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Responsible person(s)

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Tatiana Roganova

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Gonzales Unified	\$444,053	Certified
Hartnell CCD	\$401,613	Certified
Monterey Co. Office of Education	\$1,325,768	Certified
North Monterey County Unified	\$869,220	Certified
Salinas Union High	\$2,879,871	Certified
Soledad Unified	\$433,922	Certified
South Monterey County Joint Union High	\$186,316	Certified
Totals	\$6,540,763	7/7 Certified

Funds Evaluation *

In 2022-23, the SVAEC received \$4,120,067 as its CAEP allocation, an increase of \$208,487 over the previous year. Members leverage and braid funding from many other sources for their adult education programs, enabling them to expand beyond what could be achieved with CAEP funds alone. An analysis of SVAEC funding by source is summarized in Table 1. The largest source of braided funding is LCFF funding, which we estimate at \$4,502,832 for the next three years. At \$1,836,625, the second largest source of braided funds is WIOA Title II funding. Three of the seven SVAEC

members receive WIOA Title II funds: Salinas Adult School, Soledad Adult School, and Gonzales Adult School. Finally, at \$466,500, the third largest source of braided funds is in-kind contributions. In sum, CAEP accounts for about 60% of our funds, and leveraged funds account for about 40%.

Table 1 SVAEC Funding by Source (FY 2022-2025)

Source of Funding	Total
CAEP	\$11,536,127
CalWORKs	\$111,255
Non-credit	\$147,360
Perkins	\$0
LCFF	\$4,502,832
Fees	\$40,000
Jail Funds	\$0
WIOA II	\$1,836,625
Contracted Services	\$40,020
Donations	\$0
Private Grants	\$0
In-kind	\$466,500
Total	\$18,680,719

For a different view of our funding, Table 2 presents SVAEC funding by program area. At \$8,197,175, the top program area is adult basic education (ABE) and adult secondary education (ASE). With an investment of \$5,033,156, ESL/EL Civics is in second place. Finally, workforce reentry takes third place with an investment of \$3,719,058. These investments reflect the fundamental importance of ABE/ASE, ESL/EL Civics, and workforce reentry in contributing to our long-term goals of increasing economic prosperity and upward mobility for adults, their families, and their communities, as well as increasing workforce, economic, and community development in the Salinas Valley leading to increased equity, alleviation of poverty, and a more robust economy.

Table 2 SVAEC Funding by Program Area (FY 2022-2025)

Program Area	Total
ABE/ASE	\$8,197,175
ESL/EL Civics	\$5,033,156
Workforce Reentry	\$3,719,058
Short-term CTE	\$278,338
K12 Success	\$927,995
AWD	\$0
Pre-apprenticeship	\$0
Indirect	\$524,997
Total	\$18,680,719

For a more detailed funding analysis by member and for the Consortium, please see the following spreadsheet:

<https://docs.google.com/spreadsheets/d/1qg6ADf8l4hF47GbVUWP6Zlba0kVTWBZnqpXTQRjrlac/edit?usp=sharing>

Certification

Gonzales Unified - Member Representative

Candice Camacho

c.camacho@gonzales.k12.ca.us

(831) 675-0100 ext: 8117

Llesenia Argueta Gonzales Unified School District

Director of Fiscal Services

largueta@gonzales.k12.ca.us

(831) 675-0100 ext: 8104

Maria De Leon

Program Assistant I

mdeleon@hartnell.edu

(831) 759-6051

Approved by Candice Camacho

06/17/2022 11:15 AM PDT

Hartnell CCD - Member Representative

Ana Gonzalez

Director of Adult Education and Workforce Development

agonzalez@hartnell.edu

(831) 755-6719

David Techaira

Controller

dtechair@hartnell.edu

(831) 755-6835

Clint Cowden

ccowden@hartnell.edu

Mostafa Ghous

mghous@hartnell.edu

Maria De Leon

Program Assistant I

mdeleon@hartnell.edu

(831) 759-6051

Ivan Pagan

Director of SVAEC

ipagan@hartnell.edu

(831) 759-6021

Laura Zavala

lzavala@hartnell.edu

Approved by Ana Gonzalez

06/17/2022 10:57 AM PDT

Monterey Co. Office of Education - Member Representative

Dawn Tovey

Director/Controller of Internal Services

dtovey@montereycoe.org

(831) 755-6440

Brenda Ramirez

Accountant

bramirez@montereycoe.org

(831) 755-0327

Greg Ludwa MFA

Senior AEBG Instructor

gludwa@montereycoe.org

(831) 755-6457

Dr. Ernesto Vela

Assistant Superintendent

evela@montereycoe.org

(831) 755-1405

Approved by Dr. Ernesto Vela

06/17/2022 10:58 AM PDT

North Monterey County Unified - Member Representative

Margarita Palacios

Assistant Principal

mpalacios@nmcusd.org

(831) 633-3343 ext: 1609

Aida Ramirez

Director Educational Options

aramirez@nmcusd.org

Approved by Margarita Palacios

06/17/2022 12:07 PM PDT

Salinas Union High - Member Representative

Tatiana Roganova

Director

tatiana.roganova@salinasuhd.org

(831) 755-6888

(831) 796-6900

Ana Aguillon

CBO

ana.aguillon@salinasuhdsd.org

Reyanna Flores

Accountant

reyanna.flores@salinasuhdsd.org

(831) 796-7047 ext: 1008

Approved by Tatiana Roganova

06/17/2022 11:27 AM PDT

Soledad Unified - Member Representative

Jeff Lopez

jlopez@soledad.k12.ca.us

(831) 678-3987

Francisco Pinedo Jr

Adult Education Lead Instructor

fpinedo@soledad.k12.ca.us

(831) 229-8236

Guadalupe Reyes

Director of Fiscal Services

greyes@soledad.k12.ca.us

(831) 678-3950 ext: 132

Approved by Jeff Lopez

06/17/2022 11:41 AM PDT

South Monterey County Joint Union High - Member Representative

Paige Leebrick South Monterey County Joint Union High School District

Alternative Education Coordinator

pleebrick@smcjuhsd.org

(831) 385-4661

Sherrie Castellanos

Chief Business Official

scastellanos@smcjuhsd.org

(831) 385-0606 ext: 4338

Approved by Paige Leebrick South Monterey County Joint Union High School District

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