

21 Salinas Valley Adult Education Consortium

Plans & Goals

Executive Summary

Executive Summary of Three-year Plan

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 stay 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 needs assessment.
- 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, small business, healthcare, agriculture, and education.
- 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 curricula and practices.

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, contextualized instruction (IET, VESL, Integrated EL Civics), workforce readiness, and CTE (business office technology, small business, healthcare, agriculture, and education).

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 or other educational programs.

Funds Evaluation

In 2022-23, the SVAEC received \$4,168,182 as its CAEP allocation. Members leverage and braid funding from many other sources for their adult education programs. The largest source of braided funding is LCFF 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 \$3,380,817.

Executive Summary of One-year Plan

Vision

All adults in the Salinas Valley will receive equitable access to the education, training, guidance, and support needed to set and achieve their educational and career goals.

Accomplishments

- Providing exceptional adult ed services
- Improving pathways to workforce (e.g., apprenticeships)

Primary Goals

See Objectives above. Our focus this year will be on gathering strong baseline data.

Regional Planning Overview

The SVAEC is still very much committed to the goals that it had set in its previous Three-Year Regional Adult Education Plan (2019-22); however, progress indicators were adjusted and strategies adapted to the current environment, which has changed drastically due to the COVID crisis and volatile economic conditions:

- New barriers have arisen and old ones were exacerbated by the events of the last few years.
- The Consortium's priorities have adapted as students' needs have changed.
- Resources continue to be reduced, constrained, or unpredictable.

How we operate, how we use resources, and what we will try to accomplish may look different from prior years. Thus, the needs and strategies described in the 22-23 Annual Plan all align with the SVAEC's Three-Year Plan Goals:

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 stay at least 40 hours in a semester.

It will be a struggle to restore student enrollment and persistence to pre-COVID levels; thus, we are removing the performance targets we had set for ourselves and will focus on improving retention rather than building capacity. In 22-23 and beyond, the SVAEC will measure success not only by its progress towards achieving these five goals, but also by its ability to weather the storms caused by the COVID crisis and the unemployment crisis, as well as its unwavering commitment to eradicating racial injustice and other inequities in its local adult education system. The SVAEC will navigate the COVID crisis by remaining flexible and responsive to changing needs and using this as an opportunity to enhance offerings and serve students in new ways:

- We will determine how to safely and effectively conduct student intake, placement, onboarding, testing, instruction, and transitional support in remote and/or modified settings.
- We will continue to develop and improve distance learning classes and remote services that promote student access and success (e.g., integrating digital literacy and social-emotional learning content into all curricula).

- We will provide as much support to students and their families as possible to help mitigate the negative impacts of the COVID crisis and subsequent economic crisis, both through our own services and those of community partners.
- We will work toward transitioning back to in-person instruction; and, when we do, we will follow all CDE and CDC guidelines.
- We will leverage the advantages of on-line and hybrid learning to offer our adult students options that best suit their needs.

Furthermore, the SVAEC will navigate the COVID and unemployment crises by striving to make data-driven decisions; be strategic in its use of resources and leverage other sources; collaborate and leverage partnerships; and advocate within our districts, locally and regionally, and at the state-level, for increasing funding and supporting adult education.

Finally, the SVAEC will address racial injustice and other inequities in the local adult education system by taking these steps:

- Educate ourselves about racial injustice, particularly in our educational system, and learn how to become anti-racist educators.
- Create learning environments that encourage our students to promote, respect, honor, and cherish cultural differences.
- Examine and evaluate types and levels of inequities in our local systems and adult education programs using quantitative and qualitative data.
- Auditing our policies and practices.
- Addressing inequities in our programs by developing and implementing an action plan.
- Engaging students more and inviting them to participate in the governance of our programs and the consortium.
- Advocating for equity and racial justice at the regional, state, and national levels.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Student Support: Students' ability to participate in adult education programs and reach their goals is impeded by the many barriers they face, especially during the current COVID crisis. Already among the most vulnerable in our society, the crisis is exacerbating the conditions that cause great insecurity for students and their families, including food and housing insecurity; unemployment and underemployment; unsafe living and working conditions; limited access to transportation, childcare, and internet; and physical, mental, and behavioral health issues with limited access to healthcare. Many are ineligible for public assistance. Furthermore, many adult ESL learners in our community are agricultural farm workers who were considered essential and continued to work throughout the pandemic; they were impacted by the pandemic at disproportionate rates, and this was further compounded by expensive and scarce housing. In sum, agricultural farm workers were a very vulnerable population during the pandemic. As adult education providers, we know we are not able to meet all of the above needs; however, we are committed to fulfilling our roles as community resource centers and doing what we can to support the health and well-being of our students and their families so they can continue to achieve their goals. This may include, for example, ensuring that our adult students have access to the technology required to continue their education in a hybrid learning mode.

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

Student surveys and direct student outreach. Regional data related to unemployment, housing/homelessness, food insecurity, public health, etc. News reports on how pandemic has widened the educational gap in 2021-22.

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

Student surveys and interviews (pre- and post-)

WIOA II Wages & Earnings Survey

Student data in TE, especially update records

Track student outreach

Track referrals (how many were referred; make sure they connected - follow up)

Track how many people access and link from our Resources page on website

Student/community member participation in workshops/events

Student use of technical assistance

Regional data related to unemployment, housing/homelessness, food insecurity, public health, etc.

Regional Need #2**Gaps in Service / Regional Needs**

Student Outreach: There is an ongoing need to increase awareness of adult education programs and educate the community about how to access their classes and services, particularly now that programs are operating via multiple modalities (in-person, online, and hybrid). In the age of COVID, new strategies are needed for outreach and recruitment.

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

Census data, member student data, and data from the SVAEC regional AE needs assessment survey

Feedback from teachers, staff, students, community members, partners, and other stakeholders

LCAP planning meetings

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

Student enrollment data

Partner referrals

Quantitative and qualitative data collection (including current and former student surveys)

Regional Need #3**Gaps in Service / Regional Needs**

Student Access: Student access to adult education programs is more important and yet more challenging during the COVID crisis. Limited access to computers and internet, limited digital literacy skills, social-emotional challenges, and having to manage their children's learning at home make it incredibly difficult for many students to access distance learning and remote support services.

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

Surveys conducted by AE programs and districts

Drop-in enrollment and participation (tracking attendance and participation in online learning platforms)

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

Enrollment and persistence data

Number of devices lent out and used

Track students receiving technical assistance

Assessment for digital literacy skills and keyboarding skills

Regional Need #4**Gaps in Service / Regional Needs**

Student Persistence: Many students either stop attending before they reach their goals; stay at the same level when they should progress to a higher level; or do not ever attend classes after intake/registration or orientation. Additionally, now the move to distance learning has impacted enrollment, retention, and progression to a much greater extent.

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

Student data – enrollment, attendance, persistence, outcomes

Census data – Member student data comparison

Quantitative student data, particularly data showing insufficient transition to postsecondary education

Feedback from teachers, staff, and students

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

Student enrollment data

Student outcomes data, including data indicating transitions to postsecondary (TE, MIS, and Launchboard)

Quantitative and qualitative data collection (including current and former student surveys)

Regional Need #5**Gaps in Service / Regional Needs**

Workforce Readiness: Given the volatility of the economy and the employment market, students need to prepare to re-enter the workforce with transferable technical and employment skills needed to transition into new industries and occupations as the economy continues to shift.

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

Student data LMI – especially unemployment data

Wage & Earnings Survey by WIOA II

Assessment in workforce readiness classes

- CareerReady 101
- Virtual Job Shadow
- Edgenuity
- iCEV for industry certification
- Servsafe
- Red Cross CPR training certification

- Rosetta Stone
- typing.com

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

Student outcomes data, including data indicating employment, wage gains, transitions to job training, or other workforce gains or occupational skills gains (TE, MIS, and Launchboard)

Quantitative and qualitative data collection (including current and former student surveys)

Regional Need #6

Gaps in Service / Regional Needs

Equity: Systemic inequities – racial, socioeconomic, gender, age, residency status, ability – lead to large numbers of individuals not receiving the services and opportunities they need to achieve their goals, including education and career goals (compounded, of course, with numerous other negative effects, including trauma). Adult education programs exist to serve the underserved and marginalized. The adult education system is also sorely underfunded, thus inequity is inherent and only a fraction of those in need are served. There are inequities in our local adult education system, as well, that will require intentional inquiry into the effects of policies and practices on students and personnel.

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

Student data

Regional data – census, public health, unemployment

Offerings – types of classes or services we are NOT offering

Faculty input (based on student observations)

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

Surveys - students and personnel

Student participation in our meetings

Student participation in curriculum development

Student participation in assessment of curriculum

Solicit suggestions from students

Data analysis - improved enrollment, persistence, and outcomes for students in targeted groups

Regional Need #7

Gaps in Service / Regional Needs

Data & Assessment: Continuous improvement in data and assessment practices is always a need. Conducting assessments and collecting data are especially challenging in the current COVID crisis, as federal and state agencies, testing providers, and local adult education programs grapple with the question of how to do so in ways that are efficient and effective, maintain the integrity of the data, and keeping people safe. Adult education providers need additional guidance, training, and resources to place, test, and track the progress of students in remote and/or modified modalities, and to evaluate their own effectiveness in serving students.

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

Program feedback about new challenges in conducting intake and assessment, pre- and post-testing, due to COVID-19

Many students were not post-tested due to shelter-in-place restrictions and only a small number of students were tested remotely

Gaps in student data, especially update records

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

Integrity of data

Adapting to remote testing or modified in-person testing

Additional assessments developed/adopted

Address Educational Needs**2022-23 Strategies****Strategy Name**

Increase Student Enrollment

Activity that Applies to this Strategy

STUDENT ENROLLMENT

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description**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 and/or the workforce.

Expand pre-apprenticeship opportunities.

Communicate class offerings at workplace locations.

Strengthen partnerships with industry and employers, as well as with the Monterey County Workforce Development Board.

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).

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Reach Workforce Goals

Activity that Applies to this Strategy

WORKFORCE GOALS

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Apply Immigrant Integration Framework

Activity that Applies to this Strategy

IMMIGRANT INTEGRATION

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.
 Create a US Citizenship pathway for our immigrant students.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Achieve Educational Goal

Activity that Applies to this Strategy

EDUCATIONAL GOALS

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Persist 40 Hours

Activity that Applies to this Strategy

PERSISTENCE

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Fiscal Management

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

Activities in the Three-year plan, Consortium Annual Plan, and individual Member District Work Plans all align, and all budgets align with the strategies and activities in the plans. The full fiscal impact of rising costs plus changing needs is still not entirely clear. With soaring salary and benefits costs, new constraints on districts' resources due to the COVID crisis, and uncertainty about funding in the future, our adult education programs will be strained. More staff time is needed for remote testing, extra facility cleaning, and extra class sections due to small class sizes. More devices are needed so students can access distance learning. And more academic and non-academic support services are needed for students, especially those with low digital literacy skills and limited English. Every attempt will be made to maintain current levels of service, leverage internal and external partnerships, and promote equity in our services. As in prior years, the majority of funding is dedicated to teacher and support staff salaries for direct student services like instruction, intake and assessment, outreach, and transitioning to secondary education. More emphasis will be placed on supporting distance learning, student access, and student support (especially for parents of K12 school children); thus, some shifting of resources may occur. The SVAEC's overarching approach in 22-23 will be as follows: continually reassess needs and effectiveness in meeting them; continue to be adaptable and responsive to changing needs; make data-driven decisions and use resources strategically and creatively; and redistribute resources, if needed, to ensure our funding aligns with regional needs and gaps in services.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

Carryover funds will be used as follows. First, save a portion in case there are unexpected increases in salaries and benefits. Second, continue to expand the successful advertising campaign that was started at the end of FY 20-21. Third, invest a portion of the carryover in the development of apprenticeship programs. The first one that we are developing is an ECE Apprenticeship program that is a collaboration between Soledad Adult School, which runs the pre-apprenticeship, and Hartnell College, which runs the apprenticeship. If the model is successful, we intend to reproduce it in other CTE programs. Fourth, use funds to develop other pathways between the adult schools and Hartnell College (e.g., dual enrollment programs, non-credit to credit pathways, etc.) Finally, form partnerships with organizations that can provide training and technical assistance in immigrant integration.

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