

**21 Salinas Valley Adult Education Consortium**

CONSORTIUM APPROVED

2024-25

**Plans & Goals****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 our service region.

## 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

## CAEP Barriers &amp; 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 Earned a High School Diploma or Equivalency (AE 633 – Overall)

Objectives

Objective 1: Increase student enrollment to pre-pandemic levels (2439). Achieved (2906)

Objective 2: 20% of our completers (students who finish at least one course) will reach their stated workforce goals (including employment goals). Not Achieved (17.5%)

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. (Achieved)

Objective 4: 60% of our students will achieve an educational goal. Achieved (73.87%)

Objective 5: 60% of students will stay at least 40 hours in a semester. Achieved (60.65%)

Activities and Outcomes

Activity 1: Student Enrollment

Examples of Strategies

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

Activity 2: Workforce Goals

Examples of Strategies

- Increase the number of career pathways available to adult learners, particularly in business office technology, s
- 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 in

Activity 5: Persistence

Examples of Strategies

- Establish spaces at the adult schools that are clearly and consistently dedicated to adult education.
- Present to local boards the benefits of having AE programs at school sites; foster parent involvement; align plan

Funds Evaluation

In 2024-25, the SVAEC received \$4,559,077 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; the second largest source of braided funds is WIOA Title II funding; and 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. The top program area is adult basic education (ABE) and adult secondary education (ASE). ESL/EL Civics is in second place. Finally, workforce reentry takes third place.

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 in 23-24

- Exceptional service
- Workforce pathways
- Immigrant integration project
- Restoration of enrollment numbers to pre-pandemic levels
- Dual enrollment program
- ECE pre-apprenticeship
- ELL healthcare pathway program
- CTE classes
- WIOA payment points
- Secondary completions

#### Areas of Focus in 24-25

- Immigrant integration
- ECE pre-apprenticeship
- Dual enrollment program
- Offerings
- Persistence
- CTE

#### Regional Planning Overview

Here is how we will implement the three-year plan.

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, enrollment is the primary focus of the SVAEC's efforts. The three main strategies it will use to achieve its enrollment goals are outreach, marketing, and improved access.

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 to living wage jobs and that industry needs a skilled workforce. Our role in meeting these needs is to help adult learners gain the essential skills, employability skills, and technical skills needed to move from unemployment, underemployment, or low-wage jobs into middle-skill, middle-wage jobs. We aim to provide instruction, training, and advising to help students reach their career goals and a living wage.

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 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.

In the first six months of 2023, we engaged in a planning process with Paul Rosenbloom, a CAEP consultant who, among other areas, specializes in immigrant integration. The culmination of this process was a series of financial literacy workshops for immigrants in Salinas and surrounding areas. We partnered with the United Way and Santa Cruz Community Ventures to provide these workshops on-site at Salinas Adult School. The pilot took place in the fall of 2023. We expanded the pilot to our North County adult school in the spring of 2024.

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.

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.

Gauging from the challenges facing both educators and learners, aggressive implementation of technological solutions would stem the issue of both waiting lists and educator shortages. This may require a change in delivery of content and increased action to ensure accountability on both parties. As mentioned later in the document, the paradigm shift that happened during the pandemic may have adversely affected younger students. However, for adults with fully formed nervous systems and societal acclimation, the increased flexibility has proven to be a huge benefit. For greater flexibility, we may need to allow educator flexibility in addition to learner flexibility. This may make it more appealing for industry professionals and part-time instructors to apply. SVAEC educators may also need to look toward the areas of educational technology and design, and Instructional Systems Design principles, to affect change. Making broader and more flexible access with reportable hours possible could help reach this goal.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

##### SERVICES

We have identified gaps in service in the following areas:

- Job & Career Fair
- Career Counseling
- Testing Centers
- Services for adults with disabilities
- Online offerings, including utilization of additional modalities such as HyFlex
- Space
- Basic needs services/wraparound services (e.g., transportation internet connectivity, child ca

In the following paragraphs, each of these is explored in more detail.

**Job & Career Fair:** Every year, the Salinas Adult School sponsors a Job & Career Fair. The last one attracted about 40 employers and approximately 400 participants (employers, students, instructors, staff, community members, etc.). Although the event is successful, it only reaches students from Salinas Adult School and the surrounding areas. We'd like to find a way to expand this opportunity to students from King City to Castroville.

**Career Counseling:** The only program in our consortium that offers career counseling services is Salinas Adult School. A counselor is available to help students explore careers, identify their interests & skills, create their résumé, apply for jobs, prepare for job interviews, apply to college or vocational schools, apply for college financial aid, and connect with other community services and resources. We'd like to expand this service to our other programs.

**Testing Centers:** The availability of places to test is a continual challenge. Some community centers, such as public libraries, allow us to test at their sites. While useful, this presents other challenges such as the suitability of their computer equipment, the availability of computers, privacy, noise, the hours of operation, the location, and so on.

**Services for adults with disabilities:** Aside from referring adults to other programs available in the community, the consortium doesn't offer any services to adults with disabilities. Two needs that we'd like to be able to meet are (1) the assessment of disabilities, and (2) accommodations for adults with disabilities.

**Online offerings, including utilization of additional modalities such as HyFlex:** Before the pandemic, online offerings were the exception. During the pandemic, all courses were offered online. After the pandemic, the pendulum may have swung too far back in the direction of in-person classes. Once students got used to online classes, they came to see the value and convenience of them. Now, we don't have enough online offerings to meet demand. HyFlex might be a way of accommodating the needs of students who prefer online classes and in-person classes.

**Space:** Adult Ed is part of the K12 system. As such, districts prioritize K12 over adult ed whenever space is short. Consequently, many adult education programs have had their space reduced year after year, or programs have been relegated to less ideal spaces such as portables. The bottom line of this trend is that service to adult-ed students has suffered.

**Basic needs services/wraparound services:** We know that students' academic challenges often have nothing to do with their ability. Life gets in the way. A family can't meet rent or can't afford to buy food. A mother can't find childcare. A father lacks transportation. A grandmother can't work because she must care for her disabled daughter and her children. The more we can address the basic needs of our adults by providing wraparound services, the more successful our students will be.

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

- Public Records
- Instructors' first-hand experience
- Students' first-hand experience
- Annual planning retreat
- Needs assessments

- Student surveys and interviews (pre- and post-)
- WIOA II Wages & Earnings Survey
- Student data in TE
- Student Outreach
- Student referrals
- Student/community member participation in workshops/events
- Student use of technical assistance
- Regional data related to unemployment, housing/homelessness, food insecurity, public health, et
- Student data LMI – especially unemployment data
- Assessments in Workforce Readiness classes

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

- Waiting lists for services get smaller or are eliminated
- MSGs in relevant areas are noted
- Availability of testing resources for students has improved
- Needs assessments indicate improvement in above areas
- Offerings have improved, particularly with online offerings and other modalities
- Increases in enrollment in the aforementioned services
- Number of students receiving technical assistance has increased
- Number of students receiving referrals for basic/wraparound services has increased

## Regional Need #2

Gaps in Service / Regional Needs

Career Readiness & Transferable Skills

We have identified gaps in service in the following areas:

- Leadership Development
  - Consortium-level student council
  - Student-run newsletter
  - Student mentors/ambassadors/volunteers/digital navigators
  - Training opportunities through colleges
- Career Readiness Skills
  - Office Skills
  - Soft Skills/Essential Skills

In the following paragraphs, each of these is explored in more detail.

In the area of leadership development, we have the following gaps:

Consortium-level student council: Only one of our schools, Salinas Adult School, has a student council; however, we need a formal mechanism for students to provide their input at the consortium level. Of course, students are welcome to attend our steering committee meetings and offer their feedback, but this might be difficult for ELL students. It may be worthwhile to establish a consortium-level student council that would (a) take into account students' mastery of English, (b) provide students with an opportunity to learn about how adult education is organized and administered, and (c) give students experience with the decision-making process at public meetings.

Student-run newsletter: The consortium recently started a monthly newsletter. Creating a student-run newsletter (or column within the consortium's newsletter) may be a good way for students to (a) gain leadership experience, (b) form community, (c) negotiate content, (d) practice writing, and (e) gain experience with the publication process.

Student mentors/ambassadors/volunteers/digital navigators: These types of programs would have many of the same advantages mentioned in the previous paragraph, but perhaps the most important one is that it would help students to feel like they are part of the school's community. These are ways for students to get involved, help others, gain confidence, develop work experience, and form lasting relationships. Mentors would help their peers (e.g., help a student fill out an enrollment form). Ambassadors would be assembled for specific purposes (e.g., a fundraiser for a local organization). Volunteers would help in the office (e.g., filing, shredding, copying). Digital navigators would help students with technology (e.g., completing an assignment on Canvas).

Training opportunities through colleges: Some of the local colleges may provide free training for community members, and we would like our students to take advantage of these opportunities.

In the area of career readiness skills, we have the following:

Office skills: Here are some of the office skills that local employers desire:

- Proficiency with key programs such as Word and Excel.
- Proficiency with office suites such as Microsoft Office or Google Workspace.
- Data entry skills
- Scheduling skills.
- Filing skills.
- Proficiency in a second language.

Soft skills: Although students may have mastered their office skills, employers often indicate that students lack the following soft skills:

- The ability to multitask.
- Time management skills.
- Attention to detail.
- Customer service skills.
- Organization skills.
- Conflict resolution skills.
- The ability to work on a team.
- The ability to interact (e.g., eye contact, hand shaking, personal space, body language, etc.)

Pathways to post-secondary education and employment: Our consortium is strong in providing adult education services, but it could do a better job of providing paths to post-secondary education and employment. In this regard, programs like entrepreneurship, dual enrollment for adult students, and pre-apprenticeship to apprenticeship programs may be useful. For

example, entrepreneurship can be a pathway to financial independence for undocumented immigrants. However, many need more knowledge and skills to walk down this path. As another example, the SVAEC, in partnership with Hartnell College, recently started an ECE pre-apprenticeship and apprenticeship pathway. However, to participate, one needs the right to work. In our initial recruitment effort, approximately 50% of interested participants were undocumented, so nearly half of interested adults did not qualify for the apprenticeship program.

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

- Public records
- Instructors' first-hand experience
- Students' first-hand experience
- Annual planning retreat
- Needs assessments
- Student surveys and interviews (pre- and post-)
- WIOA II Wages & Earnings Survey
- Student data in TE
- Student outreach
- Student referrals
- Student/community member participation in workshops/events
- Student use of technical assistance
- Student data LMI – especially unemployment data
- Assessments in workforce readiness classes

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

- MSGs in relevant areas are noted
- Availability of resources for students has improved
- Needs assessments indicate improvement in above areas
- Offerings have improved
- Increases in enrollment in the aforementioned services
- Number of students receiving technical assistance has increased
- Number of students receiving referrals for the above has increased

### **Regional Need #3**

**Gaps in Service / Regional Needs**

#### **Immigrant Integration**

The Alliance for Language Learners' Integration, Education, and Success (ALLIES) drove much of the work in immigrant integration in CA. Although the organization no longer exists, its work continues to inspire organizations interested in immigrant integration. Its model is data-driven, well respected, and well documented.



ALLIES identified three general areas where gaps exist: linguistic, social, and economic integration. These areas, however, are much too broad to serve as guideposts for a project. Thus, a framework was developed to include ten specific goal areas that are, in one way or another, connected to the three principal areas of immigrant integration:

1. English Proficiency: Ability to communicate in English for all aspects of work, family, and community
2. First Language Proficiency: Ability to speak, read and write at standard level in first language
3. Credentials and Residency: Ability to acquire necessary/available credential
4. Health and Well-being: Ability to access healthcare
5. Education and Career: Ability to navigate K-16 education system; ability to navigate the labor market
6. Children and Family: Ability to care for oneself and one's family
7. Civic and Community Participation: Ability to participate in, or create opportunities to participate in, community activities
8. Digital Literacy: Ability to navigate the digital world effectively
9. Self-efficacy and System Navigation: Ability to identify, access, and navigate resources and services
10. Economic Security: Ability of a person to support the individual and family's growth and financial stability

For each of these ten areas, ALLIES developed a goal map that defines the area in more detail, identifies strategies for meeting that goal, states specific objectives related to each strategy, and suggests metrics for measuring progress.

The ALLIES framework is ambitious and comprehensive. Since it is not practical to focus on all ten areas, in the next section, we describe how we came to focus on financial literacy as the focus of our immigrant integration project.

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

- Public records
- Instructors' first-hand experience
- Students' first-hand experience
- Annual planning retreat
- Needs assessments
- Student surveys and interviews (pre- and post-)
- Student data in TE
- Student outreach
- Student referrals
- Student/community member participation in workshops/events
- Student use of technical assistance
- Regional data

In addition to these sources of information, we went through an extensive six-month journey to select financial literacy as the focus of our immigrant integration project.

Phase 1: Education and Awareness (January - February, 2023)

During this phase, a subcommittee, including the consortium director and three member representatives, will meet twice to review and build a shared understanding of the Immigrant Integration Framework and implementation options. The

subcommittee will review the 10 Immigrant Integration Goal Areas and the varied settings where these goals can be worked towards. Key resources to review will include:

- SVAEC 3-Year Plan Immigrant Integration Content
- Allies Immigrant Integration Framework
- AB 2098 Work Group Report
- California EL Civics Civic Objectives and Immigrant Integration Goal Area Crosswalk

In addition to these resources, we will review how the model is currently being applied in California and possibly hear from implementation leaders such as Ilse Pollet from the South Bay Consortium for Adult Education.

Phase 2: Plan Development (March - May, 2023)

Between March and May, the subcommittee will meet three times to provide input to the draft plan. The plan will identify implementation options and timing in the context of the Immigrant Integration framework and will integrate the SVAEC 3-Year Plan Immigrant Integration strategies. The draft plan will be presented to the SVAEC Steering Committee before the end of the 22-23 academic year for review and input and to set the stage for planned implementation, monitoring, and evaluation during the 23-24 school year.

Phase 3: Implementation (June - August, 2023)

The subcommittee will meet three times between June and August to initiate targeted plan implementation. This could include a community needs assessment, partner engagement and/or a specific immigrant integration project such as the Campbell Adult and Community Education (CACE) Health Insurance Enrollment Campaign - a partnership with Gardner Family Health Network that resulted in 44 students signing up for health insurance. The timing of the implementation phase intentionally spans the 2022-23 and 2023-24 school years to build and sustain project momentum.

Phase 4: Monitoring and Evaluation (Beginning in September, 2023)

In the fall, the subcommittee will meet for the final time, focusing on monitoring and evaluation. Ongoing monitoring and evaluation are essential to sustained implementation. The monitoring process will evaluate progress to date and identify the next steps for ongoing implementation, including agency, partner, and consortium-wide roles and responsibilities. Following this meeting, the subcommittee will provide an update to the SVAEC Steering Committee.

To arrive at a focus on financial literacy, we first surveyed the directors of our adult education programs to identify the goal areas in which the need is greatest. This narrowed down the goal areas from ten to four:

- Economic Security
- Health and Well-being
- Education and Career
- Children and Family

Thereafter, the immigrant integration subcommittee discussed the merits of these goal areas and narrowed them down to two:

- Health and Well-being
- Economic Security

Finally, two projects were proposed to our steering committee, one focusing on food security (health and well-being) and one focusing on financial literacy (economic security). Although both projects have merit, the steering committee chose financial literacy as the focus of our immigrant integration pilot program, which was launched in the fall of 2023. The fall course was so successful that we repeated the pilot at our North County school with equal success.

Now we are looking to expand our immigrant integration program in FY 24-25 with a health-related project. Most likely, we will work with a partner to encourage immigrants to sign up for health insurance coverage under Covered California or the

new Medi-Cal expansion program.

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

- MSGs in relevant areas are noted
- Availability of resources for students has improved
- Needs assessments indicate improvement in above areas
- Offerings have improved
- Increases in enrollment in the aforementioned services
- Number of students receiving technical assistance has increased
- Number of students receiving referrals for the above has increased

We are still in the planning stages of the pilot financial literacy program. By the end of the summer, we expect to develop specific measures relating to the pilot, which may include some of the following:

- Number of students participating in the workshops.
- Percentage of students participating in workshops that identified as immigrants.
- Number of students expressing satisfaction with the workshops.
- Number of students who demonstrated improvement in the pre- and post-test.
- Number of students who demonstrated MSGs in related COAAPs.
- Number of students who were referred to related services (i.e., other services related to economic stability).
- Number of students who were referred to other services.
- Number of students who complete milestones in the program:
  - Opening a checking account
  - Opening a savings account
  - Taking out a debit card or credit card
  - Completing an activity on a banking app
    - Mobile deposit
    - Sending someone money
  - Making a budget
    - Addressing seasonal cash flow situations
    - Trimming a budget
  - Knowledge of related apps (e.g., Uber, Safeway)
  - Using coupons (physical and electronic)
  - Increasing awareness of financial aid options
  - Responsibly using credit

- Understanding your credit score
- Building your credit score
- Avoiding predatory lending

## Address Educational Needs

### 2024-25 Strategies

#### Strategy Name

Enhance academic programs and offerings

#### 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

We will implement the following strategies to enhance our academic programs and offerings.

Enhance HSD/HSE offerings.

- Obtain additional funds for programs like AZTEC that will permit us to serve more students.
  - Would allow us to more effectively serve students who are at different levels.
  - Helps with scaffolding the students and the curriculum.
  - Allows them to have more access at more times.
  - Provides 24/7 access to instruction.
- Use programs like AZTEC in conjunction with Canvas LMS.
- Provide consortium-level tutoring.
- Subscribe to a 24/7 online tutoring service.
- Obtain additional funds for teachers.
- Develop more creative methods for recruiting qualified teachers.
- Make the job more attractive for teachers.
  - Four-day work week.
  - Morning only or evening only work shift.

Enhance CTE/IET/IELCE offerings.

- Conduct community surveys to determine the CTE pathways of greatest interest in our comm

- Examine LMI data to determine areas where there may be greater need.
- Survey local employers to determine their needs.
- Study reports by the MCWDB to determine areas of need.
- On the basis of the above, make a short list of the CTE areas of priority in our area.
- Select 1-3 areas of focus for our consortium.
- Determine which of our members is best suited to offer these new courses.
- Develop an implementation plan for these courses.
- Engage in outreach and recruitment efforts that prioritize these new CTE offerings.
- Develop more creative methods for recruiting highly qualified CTE teachers who have the inc
- Evaluate the effectiveness of the new offerings and make adjustments as needed.

## Notes:

- Salinas Adult School is expanding its offerings into the following areas: Tax Preparer Class, F
- The new Health Pathways Grant may provide opportunities for funding additional CTE pathw

## Enhance Basic Literacy offerings.

- Survey the community to determine the areas of greatest need: reading, writing, numeracy, l
- Survey the community to determine why the community is interested in attaining basic literac
  - to improve their employment situation (e.g., qualify for a higher position)
  - to improve their personal situation (e.g., help their children with homework)
  - to become a more active citizen (e.g., volunteer in a community organization)
- Select 1-2 areas of focus for our consortium.
- Determine which of our members is best suited to offer these new courses.
- Develop an implementation plan for these courses.
- Engage in outreach and recruitment efforts that prioritize these new basic literacy offerings.
- Develop more creative methods for recruiting qualified teachers who have the certifications i
- Evaluate the effectiveness of the new offerings and make adjustments as needed.

## Enhance Digital Literacy offerings.

- Survey the community to determine the areas of greatest need. These may include, but may
  - Understanding digital devices (e.g., how to turn devices on/off)
  - Consumer Education (e.g., Determine the best product for price, understand specifica
  - Navigating interfaces (e.g., how to access the internet)
  - Basic production skills (e.g., how to write an email)
  - Basic search skills (e.g., how do I find information on \_\_\_?)

- Evaluating information (e.g., how do I narrow down my results?)
- Digital citizenship (e.g., how do I avoid fraud?)
- Digital profile (e.g., how do I communicate with friends and family?)
- Analyze the results of the survey.
- Determine which of our members is best suited to offer a digital literacy course.
- Either plan a course with the assistance of our instructors or select a community partner that
- Engage in outreach and recruitment efforts that prioritize the new digital literacy offerings.
- Develop more creative methods for recruiting qualified teachers who have the certifications in
- Evaluate the effectiveness of the new offerings and make adjustments as needed.

Enhance Financial Literacy offerings.

- Select a community partner to work with us on the development of the financial literacy program
- Negotiate with our partners the logistics of the programs:
  - What will be covered?
  - Will you offer one-time or multiple workshops?
  - Will you give pre- and post-tests? If so, what will you measure?
  - What will be the date, time, and location of the workshop(s)?
  - How will we assess the effectiveness of the workshops?
  - Will we do any co-curricular activities in our classes in conjunction with your workshops?
  - Will we coordinate your workshops with any of our COAAPs?
- Evaluate the effectiveness of the workshops and make adjustments as needed.

Notes:

- The above describes a pilot project in financial literacy that took place at Salinas Adult School
- Both sites had positive results.

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**Strategy Name**

Enhance services

**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

We will implement the following strategies to enhance our services.

Enhance our Job & Career Fair.

- Conduct community surveys to determine the career pathways of greatest interest in our community.
- Examine LMI data to determine areas where there may be greater need.
- Survey local employers to determine their needs.
- Study reports by the MCWDB to determine areas of need.
- On the basis of the above, determine which employers we might wish to invite to our Job & Career Fair.
- Coordinate the recruitment and scheduling of employers.
- Conduct community surveys to determine which of the following areas are of greatest interest to employers:
- Conduct community surveys of community organizations and employers to develop a directory of potential employers.
- Coordinate the recruitment and scheduling of community partners that could help with the career fair.
- Form a team to plan and execute the career fair and job fair.
- Evaluate the career and job fair and make adjustments as necessary.

Notes:

- Currently, the Salinas Adult School runs a very successful Career and Job Fair.
- Our goal is to mirror that success at a South County site either through a concurrent or an independent fair.

Enhance Career Counseling services.

- Conduct community surveys to determine the career services of greatest interest in our community.
- Conduct community surveys to determine where, when, and how services could be provided:
  - Would adults perhaps prefer evening and weekend workshops?
  - Would they prefer scheduled activities, open office hours, or both?
- Use the needs assessment to develop a job description for the consortium-level career counselor.
- Recruit, hire, and train the career counselor.
- Recruit community partners that could provide ancillary support in some of these areas.
- Evaluate the career and job fair and make adjustments as necessary.

Notes:

- Currently, the Salinas Adult School has a very successful career counselor.
- Our goal is to mirror that success through a consortium-level counselor that could provide similar services to other sites.

Enhance our Testing Capabilities, especially in South County.

- Explore the use of digital assessment tools that would require little or no human assessment.
- Offer remote testing options so that students wouldn't have to come in and use our limited lab space.
  - Establish pop-up sites where students can do testing.

- Purchase a mobile testing center that could go to remote locations.
- Establish standardized testing practices and professional development for staff that could im
- Collaborate with external partners (e.g., libraries) that could support and supplement our test
- Wherever possible, leverage the power of technology to enhance testing (e.g., technologies
- Streamline the administration of tests.
  - Test scheduling.
  - Collection and analysis of results.
  - Record keeping.
- Regularly review testing procedures to ensure that we are engaging in continuous improvem

Enhance our services for adults with disabilities.

- Ensure that all school facilities, resources, and materials are accessible to individuals with di
- Train all staff on disability awareness and sensitivity.
- Compete for grant funding for testing and accommodations.
- Partner with other agencies that could help with diagnosis, evaluation, and accommodations
- Advocate for students with disabilities enrolled in HEP/HiSET/GED.
- Conduct individualized assessments to ensure that students are evaluated fairly.
- Use inclusive assessment tools that account for different learning styles and abilities.
- Encourage early identification of disabilities (e.g., pre-enrollment assessments).
- Use flexible learning formats (e.g., online and HyFlex)
- Employ assistive technology.
- Establish student support teams.
- Maintain regular and open communication with the student.
- Advocate for disability rights.
- Regularly review policies and procedures for students with disabilities and make necessary a

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#### Strategy Name

Enhance career readiness and transferable skills

#### 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

We will implement the following strategies to enhance career readiness and transferable skills.

Enhance the Leadership Development Skills of the adult students.

- Develop a consortium-level student council.
  - Identify 1-2 students per school who would like to participate.
  - Conduct an orientation session to explain the purpose of the council and how it will function.
  - Assign a mentor to the group.
  - Assist the students in creating a meeting schedule.
    - Do not schedule meetings during class if possible!
  - Pay the students a stipend for participating on the council.
  - Invite the council to present to the SVAEC's Steering Committee periodically.
  - Organize Q&A sessions so that the council has the opportunity to question the Steering Committee.
  - Provide funding so that members of the council can attend conferences.
  - Encourage council members to present at a conference.
- Student-run newsletter
  - Hold an interest session for students and explain the various roles involved in producing a newsletter.
  - Recruit and interview students who are interested in participating.
  - Select a team of students.
  - Assign a staff member that will work with the students on the following:
    - Make fundamental decisions about the purpose of the newsletter, the name of the newsletter, and the frequency of publication.
    - Define roles for producing articles, editing, layout, distribution, etc.
    - Set the budget for all activities related to the newsletter.
  - Assign roles and responsibilities.
  - Produce and distribute the newsletter.
  - Gather feedback on the newsletter and make adjustments as necessary.
- Student mentors/ambassadors/volunteers
  - Create a student mentoring program: Mentors are more advanced peers who help less advanced students.
  - Create a student ambassador program: Ambassadors are students who are called upon to represent the consortium.
- Training opportunities through colleges
  - Develop a list of free trainings held by the local community colleges, and share these opportunities with adult students.
    - If possible, plan to attend the training with a group of adult students.

- If possible, conduct a debrief with the student after the trainings.
  - Develop a list of free programs sponsored by local community colleges, and share the
- Enhance the Career Readiness Skills of the adult students.
- Office Skills. These skills may include, but are not limited to, computer and digital literacy, or
    - Identify local community organizations that provide free training in office skills.
    - Alternatively, develop in-house workshops on office skills.
    - Recruit students for the workshops.
    - Evaluate the effectiveness of the workshops.
    - Plan at least one workshop to take place right before the Career & Job Fair.
  - Soft Skills. These skills may include, but are not limited to, communication skills, teamwork,
    - Identify local community organizations that provide free training in soft skills.
    - Alternatively, develop in-house workshops on soft skills.
    - Recruit students for the workshops.
    - Evaluate the effectiveness of the workshops.
    - Plan at least one workshop to take place right before the Career & Job Fair.
  - Northstar Digital Literacy
    - Promote Northstar as a tool for developing computer and digital literacy.
    - Organize interest sessions for students that include live demonstrations.
    - Provide coaching and support for students who may require additional assistance.
  - Monterey County Workforce Development Board (MCWDB)
    - Contact the One-stop Operator to determine areas of common interest and points of c
    - Attend monthly WIOA Partner meetings to network with other providers, determine are

Notes:

Northstar Digital Literacy is an online platform that provides self-paced instruction in computer and digital literacy. Topics include the following:

- Essential Computer Skills - Basic Computer Skills, Internet Basics, Using Email, Windows O
- Essential Software Skills – Microsoft Word, Excel, PowerPoint, Google Docs
- Using Technology in Daily Life - Social Media, Information Literacy, Career Search Skills, Acc

## Improve Integration of Services & Transitions

### 2024-25 Strategies

Strategy Name

Improve services that ease transitions to employment and education

### 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

We will implement the following strategies for improving services that ease transitions to employment and education.

CTE/IET/IELCE

- CTE
  - Training is aligned with specific industries or career paths.
  - Adults gain skills in a particular field.
  - Adults are more employable at the conclusion of a program.
  - Adults enter the workforce with relevant qualifications.
  - Create non-credit pathways to Hartnell.
- IET
  - English language instruction is specific to industry.
  - Adults obtain industry-specific skills.
  - Adults are better prepared for employment opportunities.
- IELCE
  - Empowers immigrants to more easily integrate into American society.
  - Adults are better prepared to participate in their communities.
  - Enhances the adults' employability by enhancing their English and civic skills.
- Partnerships
  - One Stop
  - Other WIOA agencies
  - CET

Career Development: Empower adult students with the tools, knowledge, and confidence to transition to employment.

- Career Counseling
  - Career assessments help students to identify their strengths, interests, and goals.
  - Helps students to align their skills with potential career paths.

- Transitions to post-secondary education: In some cases, an adult's chosen career path may
- Résumés and Cover Letters: Maximizes adults' chances of obtaining their first job.
- Job Search Strategies: Use in-house training and tutorials on CalJOBS usage.
- Interview Preparation: Use in-house training and external partners to do mock interviews.
- Skill Enhancement: Employers often complain that adults come to the job lacking office skills
- Career Transitions: Invite One Stop Services to host meetings once or twice a month at our s

Social Emotional Learning (SEL) Skills: These skills are highly valued in industry. Thus, these can play an essential role in helping adults transition to employment. SEL can help adults with the following:

- Develop self-awareness, a critical part of early learning and development in a new job.
- Manage the stress and anxiety that is often associated with a new job.
- Develop self-confidence, which is essential to obtaining a job and advancing in a career.
- Manage emotions effectively, which can help adults to make better decisions and handle con
- Foster effective communication skills such as active listening, empathy, and assertiveness.
- Promote critical thinking and problem-solving skills, which are essential in today's ever-chan

Assessment of Learning Disabilities: We've previously discussed how assessing learning disabilities can enhance learning. Here, the emphasis is on how this service can ease transitions to employment:

- Choose a suitable career path.
  - Use career assessment tools to identify career paths that
    - Align with the adults' strengths.
    - Minimize the impact of their disability.
  - Identify career paths in which their skills and abilities can shine.
- Create supportive work environments: Work hand in hand with employers to create positive,
- Use appropriate placement and job matching services: Use a service that matches adults wi
- Have a career plan: Adults with disabilities can often get stuck in a menial position. Create a
- Increase workplace awareness: Work with organizations that provide training to employers s

Wraparound Services: If an adult does not complete a class or make a job interview, it may not have anything to do with their ability to complete the class or with a lack of job skills. On the other hand, it may have to do with a lack of wraparound services (e.g., lack of transportation, childcare, rent security, food security, etc.) Our schools make every effort to provide wraparound services. For example, at NMC, they are in the process of implementing community schools, and adults can also use the Family Resource Center. Monterey County Works may also be able to assist with wraparound services.

Leadership Opportunities: Opportunities such as student councils, ambassadors, or volunteers can help students to develop the leadership skills that will give them an edge as they transition to post-secondary education or employment. Adults that have taken advantage of these opportunities have reported that they have made a difference in obtaining their first professional job.

Employer Engagement: We could engage employers more intentionally and ask them to work with us on the following:

- Speak to students about your company and how to get a job there.

- Create job opportunities suitable for adult students (e.g., internships and externships)
- Advise us on our curriculum so that it more closely matches your needs.

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### Strategy Name

Improve programs that ease transitions to employment and education

### 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

We will implement the following strategies for improving programs that ease transitions to employment and education. Most if not all of these strategies have already been mentioned in previous sections, so the emphasis here is on how these strategies relate to transitions to employment and education.

Entrepreneurship: This can provide adults with opportunities for self-employment and career development.

- How entrepreneurship can help with transitions to employment:
  - Creation of jobs (self-employment)
  - Development of business skills
  - Networking opportunities
  - Building confidence and resilience
  - Enhancing business skills
  - Enhancing employability (should the adult decide for more traditional employment)
  - Promoting a growth mindset
- Potential partners with entrepreneurship program:
  - MCWDB offers a module on entrepreneurship.
  - SBDC can assist businesses to start and succeed.
  - Immigrants Rising (a program of MiCASA at Hartnell College) has a hub on “how to m
  - ALBA focuses on entrepreneurship and businesses related to agriculture.
  - Pajaro CDC is providing entrepreneurship training for immigrant women.
  - Santa Cruz Community Ventures also helps immigrants to start businesses through its

Dual Enrollment: This is a model that has been proven to ease transitions to post-secondary learning and increase post-secondary completion rates.

- Several districts already have agreements with Hartnell College to provide dual enrollment credit.
- We want to develop agreements for dual enrollment for adult students.
  - We have extended the agreement with the Salinas district to include adults.
  - We are working to extend the agreement with Soledad to include adults.
- We want to develop pathways for students.
  - The most logical starting point would be a general education pathway.
  - Many students have an interest in CTE, so perhaps a CTE pathway could be developed.
  - Computer skills are also popular (basic computer classes or business classes).
  - These pathways often integrate ESL and CTE instruction.
  - The focus should be on career and major readiness.

#### Apprenticeship Programs

- We currently have an ECE apprenticeship program that provides for various transitions to employment.
  - The ECE pre-apprenticeship program eases transitions through the following strategies:
    - Integrating English and ECE instruction.
    - Providing foundational knowledge in collaboration with Parent Infant Toddler Centers.
    - Providing a bridge experience to Hartnell College through a college success seminar.
    - Assisting students with wraparound services (personal and academic) through community referrals.
  - The ECE apprenticeship program eases transitions to employment through the following strategies:
    - Creating a curriculum with the input of industry.
    - Providing students with professional mentors.
    - Providing students with a paid apprenticeship experience.
    - Guaranteeing a job upon successful completion of the apprenticeship.
    - Assisting students with wraparound services (personal and academic) through community referrals.
  - We also have a parallel path for undocumented students who lack work authorization:
    - Fellowship Program: Provides fellows the opportunity to gain on-the-job experience.
    - Cooperative Enterprise Program: Will provide adults with the training needed for employment.
- Potential future apprenticeship programs
  - MCWDB has a relationship with the building trades, including a pre-apprenticeship to employment program.
  - Given the new Health Pathways Grant, this could be an ideal time to develop another program.

#### Externships

- How externships help students to transition to employment:
  - Making students more competitive

- Providing them with networking opportunities
- Enhancing their résumé
- Developing their skills
- Providing them with references and recommendations
- Helping them understand workplace culture
- Helping them align their skills with their career goals
- How we could promote externships:
  - Engage with employers to expand the list of potential externship sites.
  - Create a directory of sites for use by staff and students.
  - Use students as a resource for expanding employer contacts.
  - Forge agreements to take on students in externship capacity.
  - Forge agreements to offer employment to students at the conclusion of the externship
  - Encourage adults who transition to Hartell to connect with the Career Hub, for it offers

## Improve Effectiveness of Services

### 2024-25 Strategies

#### Strategy Name

Improve the effectiveness of immigrant integration services

#### 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

We will implement the following strategies to improve the effectiveness of immigrant integration services.

- Develop a needs assessment and regular data check-ins to monitor the effectiveness of the
  - Measure how well we are serving immigrants now. Conduct a survey to determine (a)
  - Establish benchmark data. Using the ALLIES framework as a base, establish benchmark
  - Look at benchmarks in TE that we could use: immigrant integration COAAPs, EL Civic
- Adopt culturally sensitive approaches to immigrant integration. Establish a community of car

- Include language support within our immigrant integration program. For example, start a multilingual program.
- Provide immigrants with access to information on programs, resources, etc. For example, create a resource center.
- Provide immigrants with the knowledge and skills they need to integrate into society. For example, provide language classes.
- Provide specialized support for immigrants seeking employment (e.g., employment opportunities, resume writing, etc.).
- Help immigrants understand the financial system in this country. For example, provide training on budgeting and banking.
- Integrate civics education throughout the curriculum.
- Provide immigrants with student advisors, mentors, and networking opportunities.
- Help students to form study groups or self-help groups.
  - Help students by pairing up more advanced students with less advanced ones.
  - Assign students a peer mentor.
  - Utilize peer tutors.
  - Help students to form multicultural groups across different languages.
  - Since shared study spaces are lacking, they must be created.
- Provide immigrants with leadership opportunities. For example, establish a student council.
- Organize events that encourage immigrants' involvement in the community. For example, host cultural festivals.
- Collaborate with other agencies in the Salinas Valley that work with immigrants. For example, partner with local businesses.
- Get feedback from immigrants to assess the effectiveness of our programs. Make adjustments as needed.
- Entrepreneurship support: This has surfaced as a student need, particularly for immigrants.
- Improve access to technology so that students can use the tools available to them.
  - Working wifi.
  - Access to computers.
  - Access to broadband.
- Find local resources for translation.
  - Example: Use high school students who speak other languages to serve as assistants.
    - Be aware and sensitive to concerns about putting students/minors in the role of translators.
    - Establish strict rules for how we would utilize student translators/helpers so as to protect them.
  - Find ways of collaborating with high school programs that require students to complete community service.
  - Contact CSUMB's Service Learning Institute as a possible source of volunteers.
  - Adult school students may also have a community service requirement.

In some respects, immigrant integration is the most important part of our plan. I suspect that we have a higher percentage of undocumented immigrants in our programs, unlike some other adult schools that focus more on CTE or HSE. All are worthy of course, but Immigrant Integration is high stakes for the Salinas Valley, particularly with the way political winds may turn next year.



As we focus on IELCE and IET, we should also not lose sight of the undocumented immigrant demographic in this region and make sure we are serving the needs of our communities.

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### Strategy Name

Improve the effectiveness of overall services

### 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

We will implement the following strategies to improve the effectiveness of overall services.

- Expand online offerings
  - Conduct surveys to determine if and when students would like additional online offerings
  - Expand online offerings accordingly.
  - Consider union restrictions that may be in place from site to site.
  - Utilize additional modalities like HyFlex.
  - Consider the flexibility the above requires from administrators, instructors, staff, and students
- Provide services for students with disabilities. These services may include assessments and accommodations
- Enhance the students' digital literacy skills. This may include the following skills:
  - Essential computer skills: basic computer skills, internet basics, using email, Windows
  - Essential software skills: Word, Excel, PowerPoint, Google Docs.
  - Using technology in daily life: social media, information literacy, career search skills, and more
- Obtain more space/more adequate space. Unfortunately, adult education tends to get squeezed out of space
- Expand basic Needs Services/Wraparound Services
  - Basic Needs Center at Hartnell: Adult students who transition to Hartnell should be informed of the center
  - Smart Referral Network: All adult schools should form part of the United Way's Smart Referral Network
  - Sun Street: Provide referrals for education, prevention, treatment and recovery to individuals
  - Dept. of Social Services: Includes community benefits, CalWORKS employment services, and more
  - Behavioral Health: Includes ACCESS, adult services, children & adolescent services, and more
  - NAMI: Has local support groups, plus a training program for teachers and a volunteer program

- LGBTQ+ services: Includes the Family Acceptance Project, Somos Familia, Salinas Valley
- Homelessness: Monterey County's Coalition of Homeless Service Providers (have info)
- Childcare: Monterey County Childcare has a number of partner organizations that work
- Transportation: Monterey County offers special transportation services to seniors and
- Financial Aid: The SVAEC's Outreach Coordinator helps educate adult students transi
- Other community agencies: Of course, the above is only a small sample of the wrapar
- Offer flexible course offerings
  - in-person vs. online
  - day/night
  - weekday/weekend
  - regular schedule/odd schedules
  - structured/independently-paced
  - offering late morning/early afternoon classes to accommodate students who have late
  - asynchronous classes
  - recording classes so that students won't fall behind
- Create individualized learning plans
- Integrate new technology
  - Smart screens (e.g., Salinas has adopted these)
  - Smart courses (that adapt according to student's performance)
- Help students align their education with their career goals (career counseling)
- Help students form a lifelong career/education plan
- Collaborate with local employers and community agencies.
- Engage in marketing and outreach.
- Conduct a needs assessment to determine additional areas where we might need to improve
- Enhance mental health services. Adult schools currently offer little to no assistance in this area

Notes:

Childcare continues to be a barrier for our students.

- Finding childcare is difficult due to understaffed centers with long wait lists.
- Although providing in-house care at our adult schools seems like a practical solution, finding
  - Many providers are unwilling to provide care off-site.
  - Many providers are unwilling to provide care on evenings and weekends.
  - Some providers are unwilling to touch children

- The most practical solution for this problem seems to be finding grants that we could use to

## 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, the SVAEC's annual plan, and individual member district work plans all align, and all budgets align with the strategies and activities in the plans. Consistent with the three-year plan, this year we shall focus on the objectives listed below, with a special emphasis on the ECE pre-apprenticeship program, dual enrollment for adult students, an immigrant integration project focused on financial literacy, new CTE offerings, and the new Health Pathways initiative. Through these programs and initiatives, our funding will be used to meet our objectives.

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.

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 to 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.

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 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.

In the first six months of 2023, we have engaged in a planning process with Paul Rosenbloom, a CAEP consultant who, among other areas, specializes in immigrant integration. The culmination of this process will be a series of financial literacy workshops for immigrants in Salinas and surrounding areas. We are partnering with the United Way and Santa Cruz Community Ventures to provide these workshops on site at Salinas Adult School. The pilot will take place in the fall of 2023. Once data has been analyzed, we will roll out the program at our other adult schools in the spring of 2024.

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.

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.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.**

Here are ways that we could incorporate remaining carryover funds from prior years into strategies planned for FY 24-25:

- Equipment (online classes/hybrid/hyflex)
- Bus passes
- Hotspots
- Licenses (e.g., Burlington, Rosetta Stone): Buy consortium-level licenses as we do with Northstar Dig
- Conferences/Certifications
- ICEV
- Additional clerical support\*
- Roaming clerks\*
- Training for staff for working with students with learning disabilities
- Assessments for learning disabilities
- Retreats
- Supporting member growth
- Financial supports/discounts on post-baccalaureate degrees or certifications.
  - e.g., Ed.D, M.S. Instructional Technology/Design, Supervision & Coordination Creden
- Supporting additional personnel\*
- Have a North County and South County counselor to support students' transition to post secondary-en
- Materials & supplies
- Space/classroom rental (e.g. a location at Northridge Mall conference room or storefront.)
- Upgrade furniture (e.g., tables and chairs) to improve ergonomic support and the efficiency and effect
- Invest in new initiatives: dual enrollment for adult students, ECE pre-apprenticeship, immigra

Notes:

\*Supporting additional personnel: A word of caution is due here. It can be tempting to hire new personnel in a year in which one has excessive carryover; however, one must keep in mind that the new staff member's salary and benefits will have to be paid in perpetuity. One may have the money to pay for the additional salary and benefits in the year of the carryover, but will one continue to have the extra funds to pay for the additional salary and benefits in future years? This must be carefully analyzed and considered before adding additional personnel.

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