

California Adult Education Program Produced: 05/25/2022 04:07 PM PDT Brent Calvin

# 57 Sequoias Adult Education Consortium (SAEC): Certified

## Details

### Consortium Information

**Consortium Name:**

57 Sequoias Adult Education Consortium (SAEC)

**Consortium Short Name:**

57 Sequoias

**Address:**

630 South Atwood | Visalia, CA | 93277

**Website:**

<http://sequoiasadulthood.com>

**Funding Channel 2022-23:**

Direct Funded

**CAEP Funds 2022-23:**

\$10,777,333

**CAEP Funds 2021-22:**

\$10,231,970

**CAEP Funds 2020-21:**

\$9,833,702



## Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	John Werner	<a href="mailto:sequoiasadulthooddirector@gmail.com">sequoiasadulthooddirector@gmail.com</a>	Executive Director	(559) 967-5342
Fiscal Contact	Barbara Marshall	<a href="mailto:bmarshall@vusd.org">bmarshall@vusd.org</a>	Senior Administrative Assistant	(559) 730-7347 ext: 271

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Corcoran Joint Unified</a>	Unified School District	Mr. Ed Ochoa	(559) 992-1224
<a href="#">Cutler-Orosi Joint Unified</a>	Unified School District	Yolanda Valdez	(559) 528-4763
<a href="#">Hanford Joint Union High</a>	High School District	Dr. Victor Rosa	(559) 503-5901 ext: 3103
<a href="#">Sequoias CCD</a>	District	Brent Calvin	
<a href="#">Tulare Joint Union High</a>	High School District	Lucy Van Scyoc Tulare Joint Union High School District	(559) 688-2021
<a href="#">Visalia Unified</a>	Unified School District	Douglas Cardoza	(559) 290-6477
<a href="#">Alpaugh Unified</a>	Unified School District	Mr. Troy Hayes	(559) 949-8413
<a href="#">Exeter Unified</a>	Unified School District	George Eddy	(559) 592-9421
<a href="#">Farmersville Unified</a>	Unified School District	Paul Sevillano Dr.	(559) 592-2010
<a href="#">Lindsay Unified</a>	Unified School District	Tom Rooney Lindsay USD	(559) 562-5111 ext: 5109
<a href="#">Woodlake Unified</a>	Unified School District	Laura Gonzalez Woodlake Unified	(559) 564-8081 ext: 8112

## Executive Summary

### Executive Summary \*

Located in California's Central Valley, the Sequoias Adult Education Consortium (SAEC) service area includes parts of Tulare and Kings Counties. The region is known as the “breadbasket of the nation” primarily due to the enormous level of agriculture that is produced across the region. The Sequoias Adult Education Consortium serves the needs of adult learners across the service areas of 10 school districts and 1 community college. SAEC Member Districts include: Alpaugh, Corcoran, Cutler-Orosi, Exeter, Farmersville, Hanford, Tulare, Visalia, Woodlake, and the College of the Sequoias. The service area of SAEC is located within the Tulare and Kings Counties region in central California. In addition to the services provided by the Consortium voting Member Districts, more outlying areas are also served by the Consortium including: Armona, Avenal, Coalinga, Ducor, Goshen, Grangeville, Hardwick, Home Garden, Huron, Kettleman City, Kingsburg, Laton, Lemoore, Riverdale, Selma, Stratford, and Strathmore.

SAEC Member Districts provide adult education services in each of the CAEP program areas serving in excess of 10,000 students annually. With a mandated focus on adult learners over the age of 18, the Consortium focuses on providing programs that meet the needs of those seeking adult basic education (ABE), high school diploma completion or high school equivalency completion (ASE), English as a second language (ESL), career technical education (CTE) and certification, workforce and employability skills training, and other courses that will lead to family sustaining wages.

The populations served are diverse and represent the broad array of individuals across all demographic spectra. These include unemployed adults, low-income adults, currently employed adults seeking a better job and income, incarcerated adults (or parolees from one of the five correctional facilities in the region), mandated participants from group-homes or parole departments, adults living in residential recovery programs, homeless adults, former K-12 special needs students, foster youth, those adult on public assistance programs, migrant/transient workers, those with developmental delays, physical impairments, and other marginalized members of our community.

#### Barriers:

Adult learners in the SAEC service area face a variety of barriers to success in their academic and career pathways. These include mental health issues, domestic violence, drug use, childcare, and transportation. Of these childcare and transportation are the most pervasive with limited options for both across the geography. Often, our adult learners are insecure about seeking educational opportunities and unclear regarding the time and energy requirements needed to be successful in the academic setting. Many lack family or community support as well as time management skills, study skills, and other executive functioning skills. Our learners often are low income or unemployed, have a low literacy level, are single parents, and often on public assistance. Of primary concern to many adult learners is childcare, as many are single parents and/or displaced homemakers who struggle with access to income, language skills, and technology access.

Aside from the academic and employability skills needed for success, our adult learners also need critical thinking skills, technology/digital literacy skills, job search skills, and knowledge about the employment opportunities in the region. The ability to navigate the job market and the educational systems is often a prevailing barrier for adult students. In recent years, unemployment insurance and public assistance payments, driven by the pandemic, have led many adult learners to leave the job market opting instead to rely on government payments. This lack of motivation has impacted enrollment at Member District programs. This has led to many jobs being filled by applicants who reside outside the SAEC service area, especially in fields of healthcare and transportation/logistics. The development of marketable skills is a key focus of SAEC Member District programs. Regional employers recognize that not everyone has the employability/soft skills needed for immediate employment, and Member Districts are quick to assist through the identification and application of transferable skills. Employers are willing to do the training, but adult schools need to help people identify those transferable skills and motivate them to apply for relevant jobs.

## Assessment

### Overview and Preparation \*

To prepare for the Three-Year Plan, SAEC engaged in a series of activities starting in October 2021:

A. SAEC utilized its program area subcommittees committees, the leadership committee, and the governing board to examine regional adult education needs, service provision in the region, and refinements needed to the existing plans. Monthly meetings were conducted where “homework assignments” to each Member District were reviewed. These homework assignments included responses to the CAEP Three-Year Planning Guidance document question sets as they related to each of the sections of the Three-Year Plan Template. Compiled responses were submitted by each member of the leadership committee, which brought together input from certificated faculty and classified staff at each Member District. This information was synthesized and converted to draft text which was subsequently reviewed by all committees and the governing board.

B. SAEC utilized the CAEP Three-Year Planning Self-Assessment Tool once all input was gathered from each Member District. By waiting to use this tool at the end of the process, the leadership committee was better able to reflect on all information from Member District personnel and make a more holistic self-assessment of the Consortium.

C. SAEC utilized the CEP Consortium Factsheet, released in early 2022, as a cross-reference tool in developing this plan’s objectives, activities, and forecasted outcomes.

D. The 2020 U. S. Census and 2015 American Community Survey were used as updated demographic data sources.

E. Regional labor market information (LMI) was requested from the Workforce Development Board and shared with all Member Districts. This data was used to identify programs of study that meet gaps in services as well as validate existing programs of study.

F. Due to pandemic restrictions, stakeholder meetings were limited. Rather than conduct in-person meetings, Member Districts solicited information from their community partners and submitted that information during the monthly review meetings.

G. CASAS DIR reports (CAEP and NRS) were reviewed by the Leadership Committee and the Governing Board and used to inform decision about the Three-Year Plan.

H. NOVA Program Hours of Instruction and Leveraged Funds reports were reviewed during the planning process and used to inform decision about the Three-Year Plan.

I. WIOA CIP Plans were also incorporated into the Three-Year Plan to provide cohesion across funding streams.

### Regional Alignment and Priorities \*

SAEC adult education service providers are fully aligned with the workforce needs of the region. SAEC employs three adult education navigators who rotate their time in each of the Member District adult schools. These regional navigators are responsible for guiding adult education students into career pathways that align to the job market, provide family-sustaining wages, meet the individual needs of those seeking adult education services, and facilitate regional collaboration. To achieve this goal, the governing board, leadership committee, governing committees, and sector navigators utilize the following information:

#### Labor Market Information and Trends

Based on 2021 data, unemployment is trending closer to the 2019, pre-pandemic numbers, rather than the high experienced during the 2020 lockdown. However, the gap is not closing quickly. The overall labor market in the region continues to grow and is almost aligned with the pre-pandemic numbers of 2019. Economic recovery in the private sector industry jobs is trending in a positive direction but remains several thousand jobs lower than the 2019 high. Jobs in the education sector continue to lag significantly behind 2019 levels. According to BLS data, “other services” jobs remain significantly lower than

the 2019 numbers. Government jobs remains strong, with a trend back toward pre-pandemic employment numbers. Leisure and hospitality jobs continue to rebound from a pre-pandemic high between 11,500 and 12,000 to a current number at 10,400. Overall, the regional labor force has shrunk from 208,000 pre-pandemic to 198,000. Average weekly earnings, however, have risen across the region from \$760 pre-pandemic to \$880.

### **Tulare and Kings County Workforce Development Boards Local Plan Themes and Objectives**

The Workforce Development Board's 2021-2024 Local Plans include specific initiatives that link to adult education service provision. These include:

#### **Themes Pertaining to Adult Education Service Provision**

1. Continue to identify the skills businesses need most, recognizing that the economic landscape may significantly change and evolve over the next four years and beyond.
3. Focus on foundational skills such as communication and mathematics, digital literacy, financial literacy, and workplace behaviors and attitudes.
8. Considering all of the changes brought by the pandemic and the likelihood the economy will reopen slowly with many changes in the labor market, develop a COVID recovery plan for the workforce system that identifies strategies and services that may need to be developed or enhanced to meet the evolving needs of business and job seekers.
9. Develop new partnerships and expand existing ones to connect to customer groups that are currently underserved.
12. Identify system challenges that could be improved by and otherwise benefit from an intensive application of human-centered design approaches that the WIB and system partners have previously used to achieve improvements.

#### **Technology Objective**

Technology Support for Remote Access: Three issues exist that the WIB is working with system stakeholders and others to address: broadband access; availability of hardware; and residents' digital literacy skills. . . The WIB and our education partners are ramping up digital literacy training, especially for those requiring basic technology skills that will enable them to effectively use web-based services.

#### **Workforce Development Board's Local Plan WIOA II Alignment**

WIOA Title II – Adult Education and Literacy: The Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, focuses on helping adults to increase their basic education skills; gain support in attaining a secondary school diploma or prepare for an equivalency exam; and, for English language learners, improving reading, writing, speaking, and comprehension skills in English. The Tulare and Kings Counties education agencies that are WIOA Title II grantees are partners of the four local adult education consortia. The WDB and local career service providers are consortium partners. Coordination comes in the form of cross-referrals between workforce and education partners, with Title II grantees serving as the primary resource for remedial and basic education and related programs.

Individuals Who Are Basic Skills Deficient: Priority for individuals in this category is established at the time of eligibility determination and does not change during participation. Basic skills deficiency criteria include:

- Lacks HS Diploma or equivalency and is not enrolled in postsecondary education;
- Enrolled in Title II Adult Education/Literacy program;
- English, reading, writing, or computing skills at an 8.9 or below grade level;
- Determined to be limited English skills proficient through staff-documented observations; or
- A standardized test may be used to assess basic skills that include reading, writing, or computing skills.

#### **Evaluate the Educational Needs of Adults in the Region \***

The Leadership Committee, governing committees, and consortium board engaged in a process of self-evaluation and reflection to evaluate the educational needs of adults in the SAEC region. Building on the success of the 2019-2022 Three-Year Plan the committees reviewed regional demographic data and regional workforce development data to better refine service delivery strategies and program of study. Furthermore, key members of SAEC governance committees participated on

committees of regional core partners to develop a deeper understanding of programs and services beyond those of the Adult Education service providers, but directly related to the needs of the region. This level of participation provided further guidance to the refinement of SAEC strategies and the opportunity for SAEC members to provide input into the plans of regional core partner planning.

A guiding principle of the SAEC governing committees is that increasing the educational attainment level of adults in the region is directly correlated to their ability to earn a family sustaining income. Furthermore, it understood that when the adults in a household enjoy earnings that allow self-sufficiency through higher educational attainment, their children enjoy better health and advances in school performance. Adults in the region with at least a high school diploma or equivalent and some college or short-term technical training/certification meet the educational level needed to be employed in occupations that provide self-sufficiency and/or family sustaining wages. To that end, the committees of SAEC rely on data from the Tulare and Kings County Workforce Development Boards to verify that programs of study align to regional need.

### **Regional Demographics**

The overall adult population of the area is roughly 300,000 with a breakdown of 49% female and 51% male. Hispanic residents make up 52% of the residents with 36% being white, 5% Asian, and the remainder comprising Black/African American, American Indian, and Pacific Islander. Twenty-seven percent speak English “less than well” and the region contains 25% of the population without a high school diploma or equivalency (75,000 people). The current unemployment rate is 5% representing 16,000 residents, with 41% opting out of the labor force. The poverty rate shows 63,000 people near or below the poverty line. The predominant languages spoken at home are English (56%) and Spanish (39%). There are approximately 44,000 adults with disabilities in the service area.

### **Tulare and Kings County Workforce Development Board's Occupational Forecasts**

The following industry sectors have been identified by the Tulare Workforce Development Board with corresponding job supply and median salary (\* indicates industry sectors with specific sub-sectors across the expanded region of Tulare, Kings, and Fresno Counties):

- \*Agriculture and Natural Resources: 74,930 (\$28,052); Agri-Business: 114,652 (\$46,785)
- Arts, Media and Entertainment: 6,299 (\$52,870)
- \*Building and Construction Trades: 28,196 (\$53,444); Construction: 26,150 (\$67,011)
- Business and Finance: 65,580 (\$61,615)
- Education, Child Development and Family Services: 88,223 (\$35,593)
- Energy, Environment and Utilities: 13,471 (\$53,933)
- Engineering and Architecture: 8,195 (\$84,917)
- Fashion and Interior Design: 2,286 (\$30,132)
- \*Health Science and Medical Technology: 79,522 (\$37,978); Healthcare: 97,810 (\$58,103)
- Hospitality, Tourism and Recreation: 46,542 (\$28,842)
- Information and Communication Technologies: 7,975 (\$73,073)
- \*Manufacturing and Product Development: 32,985 (\$35,801); Advanced Manufacturing: 43,772 (\$64,064)
- Marketing, Sales and Service: 36,696 (\$35,664)
- Public Services: 20,381 (\$62,878)
- \*Transportation: 47,107 (\$35,084); Transportation and Logistics: 24,318 (\$56,665)

### **Contributions by Entities \***

Monthly Leadership Committee meetings were conducted where “homework assignments” to each member district were reviewed. These homework assignments included responses to the CAEP Three-Year Planning Guidance document question sets as they related to each of the sections of the Three-Year Plan Template. Compiled responses were submitted by each member of the leadership committee, which brought together input from certificated faculty and classified staff at each Member District. This information was synthesized and converted to draft text which was subsequently reviewed by all committees and the governing board. The following Member Districts were invited to participate in this activity:

- Alpaugh Unified School District

- College of the Sequoias
- Corcoran Joint Unified School District
- Culter-Orosi Joint Unified School District
- Exeter Unified School District
- Farmersville Unified School District
- Hanford Joint Unified School District
- Lindsay Unified School District
- Tulare Joint Unified School District
- Visalia Unified School District
- Woodlake Unified School District

The other SAEC governance committees that participated in this activity, each with representation from all Member Districts and their partners, include:

- English as a Second Language
- Adult Basic Education/Adult Secondary Education
- Adults with Disabilities

### Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprentices
<b>*Alpaugh Unified</b>	Member Representative	0	0	0	0	0	0	0	0	0
<b>*Corcoran Joint Unified</b>	Member Representative	52	0	29	8	0	0	0	0	0
<b>*Cutler-Orosi Joint Unified</b>	Member Representative	0	23	25	13	0	0	0	0	0
<b>*Exeter Unified</b>	Member Representative	0	0	0	0	0	0	0	0	0
<b>*Farmersville Unified</b>	Member Representative	22	34	37	0	0	0	0	0	0
<b>*Hanford Joint Union High</b>	Member Representative	19	256	107	62	0	0	86	0	0
<b>*Lindsay Unified</b>	Member Representative	26	21	0	0	0	0	0	0	5
<b>*Sequoias CCD</b>	Member Representative	0	0	550	0	42	0	0	0	0
<b>*Tulare Joint Union High</b>	Member Representative	357	291	271	53	0	0	489	24	0
<b>*Visalia Unified</b>	Member Representative	1,151	1,412	289	0	157	0	732	0	0
<b>*Woodlake Unified</b>	Member Representative	0	0	0	0	0	0	0	0	0
<b>Total Participants</b>		<b>1627</b>	<b>2037</b>	<b>1308</b>	<b>136</b>	<b>199</b>	<b>0</b>	<b>1307</b>	<b>24</b>	<b>5</b>

\* Member Agency required to input number of Participants

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



Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Proteus, Inc.	Business	✓	✓	✓	×	×	×	✓	×	×
Tulare County Library	Other	✓	×	×	×	×	×	×	×	×
Kings County Job Training Office	Community Organization	×	×	×	×	×	×	×	✓	×
Workforce Development Board of Tulare County	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Kings View	Other	✓	✓	✓	✓	×	×	×	×	×
Kings Community Action Organization (KCAO) / Youth Services (Cal-Learn)	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Teen Outreach Program (TOP)	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Corcoran Emergency Aid	Community Organization	✓	✓	✓	✓	×	×	×	×	×
Kings County Office of Education - Foster Youth Services	Other	✓	✓	✓	✓	×	×	×	×	×
211 Kings	Community Organization	✓	✓	✓	✓	×	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
California Department of Rehabilitation	Other	✓	✓	✓	✓	×	×	×	×	×
CalFresh	Other	✓	✓	✓	✓	×	×	×	×	×
Corcoran Family YMCA	Community Organization	✓	✓	✓	✓	×	×	×	×	×

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

Refer to the table above for the types of services provided by each Member District and partner agencies.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

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

#### Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

### ✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

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

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

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

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	* Number of Adults Served (AE 200 - Overall)	5,979	6,066		7,595	8,375	8,792
Student Barriers	English Language Learner (AE 305 - Overall)	1,796	1,232		1,488	1,563	1,640
Student Barriers	Low Literacy (AE 311 - Overall)	4,198	3,722		4,091	4,296	4,511
Student Barriers	Low Income (AE 310 - Overall)	4,918	4,733		6,376	6,695	7,030

## Member Level Metric Targets

\* Mandatory for all members

### Alpaugh Unified (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Corcoran Joint Unified (Reported by Corcoran Unified School District (CUSD))**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)		87		87	89	91
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				17	18	18
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		26		0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				6	7	8
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		11		11	121	3
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Cutler-Orosi Joint Unified (Reported by Cutler / Orosi Joint USD)



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	103	60		108	114	119
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				18	24	30
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	17			18	19	20
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	35			37	39	41

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	9
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				5	7	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Exeter Unified (No reporting institution)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Farmersville Unified (Reported by Farmersville Unified School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	68	38		105	107	112
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				33	35	37
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)		15		4	5	6
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		15		2	4	6
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				5	6	7
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				2	4	6

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	6	7
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				2	4	6
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	4	6
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	4	6
Transition	Participants with Transition to ASE (AE 500 - Overall)	19			2	4	6

### Hanford Joint Union High (Reported by Hanford Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	386	377		610	640	675
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	43			340	360	380
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	31			131	140	145
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	157	238		18	19	20
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	41	29		33	35	37
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	83	42		80	84	88

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	85	108		30	45	60
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	23	43		14	15	16
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	12			14	15	16
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	17			5	10	15
Transition	Participants with Transition to ASE (AE 500 - Overall)	21			32	34	36

Lindsay Unified (Reported by Lindsay Unified School District)



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	36	161		38	40	42
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)		17		27	28	29
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		17		22	23	24
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		16		27	28	29
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				22	23	24

### Sequoias CCD (Reported by Sequoias District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	920	751		966	1,014	1,065
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	378			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)		13		0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	244	199		256	269	282
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	19	11		20	21	22

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	350	172		149	157	164
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	28			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	36			0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	28			0	0	0

**Tulare Joint Union High (Reported by Tulare Joint Union High School District (TJUHSD))**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	930	802		977	1,025	1,077
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	160			0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	197	104		207	217	228
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	196	108		207	217	228
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	77	41		81	85	90
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	76	38		81	85	90

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	52	52		55	58	62
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	275	222		92	96	100
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	16			92	96	100
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	69			92	96	100
Transition	Participants with Transition to ASE (AE 500 - Overall)	135			227	235	240

### Visalia Unified (Reported by Visalia Unified School District (VUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,468	1,172		1,541	1,618	1,699
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	213			198	208	219
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	251	220		264	276	290
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	225	196		236	248	260
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	183	66		192	202	212
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	125	64		131	138	145

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	62	75		65	68	72
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	358	271		189	1,908	208
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	26			41	43	45
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	54			382	401	421
Transition	Participants with Transition to ASE (AE 500 - Overall)	270			57	59	62

Woodlake Unified (No reporting institution)



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

## Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Corcoran Joint Unified	100%	69%	0%	85%	85%	85%
Cutler-Orosi Joint Unified	100%	72%	0%	85%	85%	85%
Farmersville Unified	0%	25%	0%	85%	85%	85%
Hanford Joint Union High	100%	83%	0%	85%	85%	85%
Lindsay Unified	100%	100%	0%	85%	85%	85%
Sequoias CCD	100%	73%	0%	85%	85%	85%
Tulare Joint Union High	100%	97%	0%	85%	85%	85%
Visalia Unified	100%	74%	0%	85%	85%	85%

## Objectives

### Address Educational Needs

#### Description of Objective \*

SAEC will address the educational needs of the communities serve by focusing on Gaps in Service and Leveraging Resources across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

#### Gaps in Service

- To continue to focus on gaps in services, SAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:
- Engage in quarterly reviews of student data from MIS and DIR
- Engage in quarterly reviews of fiscal reporting data from NOVA
- Conduct biannual economic and workforce analysis to determine shifts in the labor market in alignment with the Tulare and Kings Counties Workforce Development Boards
- Add classes to meet labor demands if qualified teachers are available
- Make adjustments to ELS Counselors and Regional Sector Navigators to fully meet the shifting needs of the region in providing career pathway, educational pipeline entry, and wrap around services for adult education students
- Continue the work of the Program Area Subcommittees who meet quarterly to identify and address emergent issues.

#### Leveraging Resources

- To fully leverage the resources of the region SAEC Member Districts will engage in the following activities in addition to those ideated in the Activities & Outcomes section:
- Continue to engage with Strong Workforce to identify emergent of career pathways
- Work to provide public transportation for education and employment accessible to low-income and underserved populations.
- Work with partner organizations and community members to coordinate space, funding, teachers and students for off-site language and soft skills classes.
- Expand opportunities for internship/apprenticeship programs
- Explore options for the community colleges to provide classes on the Adult School campuses to help with transition and dual enrollment
- Create a closer collaboration with the WDBs to respond to labor market/ employer needs by connecting students to job fairs/ employment agencies/ employment opportunities
- Continue the work of the Leadership Committee who meet regularly to identify and address emergent issues.

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## Improve Integration of Services & Transitions

### Description of Objective \*

SAEC will Improve Integration of Services & Transitions across the Member Districts and partner agencies by focusing on Seamless Transitions and Student Acceleration across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

#### Seamless Transitions Objectives

- Engage in quarterly reviews of student data from MIS and DIR
- Engage in transition planning for graduates within 30 credits of program completion
- Increase engagement of counselors with students to ensure regular attendance and completion of programs of study
- Engage guest speakers from the college, trade schools, and employers to raise student awareness about workforce options
- Conduct field trips to employer sites to educate students about job options
- Increase frequency of FAFSA workshops
- Continue to improve the hand-off between adult school ESL and COS ESL while avoiding supplanting of services
- Improve the tracking of student transitions to postsecondary and the workforce

#### Student Acceleration Objectives

- Continue to align programs of study across Member Districts to ease and encourage student transitions
- Engage with Strong Workforce to create more programs of study at COS to increase transitions to the workforce

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## Improve Effectiveness of Services

### Description of Objective \*

SAEC will Improve Effectiveness of Services across the Member Districts by focusing on Professional Development and Continuous Improvement Planning across the region. The activities and objectives have been written to provide a high-level approach to expanding on the successes realized during the implementation of the last Three-Year Plan and to address the ever-changing regional needs as communities emerge from the hardships of the COVID-19 global pandemic.

#### Professional Development Objectives

- Continued training that is focused on the needs of high-demand industry sectors and occupations
- Continued professional development in all program areas of CAEP
- Continued focus on best-practice instruction in all program areas for adult learners

### Continuous Improvement Planning Objectives

SAEC will engage in the following activities in addition to those ideated in the Activities & Outcomes section:

- Continue to implement and revise WIOA CIP plans for all Member Districts
- Engage in ongoing WASC reaccreditation activities to maintain the highest level of educational efficacy
- Continue Member District self-evaluation / reporting to the Consortium Board (eg: Integrating FPM guidelines as self-evaluation process)

### WIOA CIP Plans

Corcoran:

1. Increase the accuracy of student placement through pre/posttesting; 5% increase in student learning gains
2. Refine and improve practices of collecting & utilizing student data

Cutler-Orosi:

1. Use Pre/Post assessments to achieve a 10% increase of students with 40+ instructional hours
2. 80% of learners will complete one-month digital literacy course with a score of 70% or higher

Farmersville:

1. Student computer literacy mastery via score of 70%+ on assessment
2. Increase of 10% in students with 40 hours and 1 literacy gains

Hanford:

1. 65% of ESL students will increase one or more proficiency levels
2. Increase transitions by 65%

Lindsay:

1. 20% of learners attempting the HiSET exam will pass
2. Expand the advisory committee to include community members
3. Expand instructional technology support from a Blended Learning Assistant

Tulare:

1. Increase attendance in ABE/ASE/ESL classes to a minimum of 40 hours
2. Provide technology training to build asynchronous learning experiences for students through PLCs, one-on-one coaching, webinars, and Tech Cafes

Visalia:

1. Increase enrollment in CTE programs by 20% and certification pass rates by 10%
2. Increase ESL student participation in IET/CTE pathways by 20% over the next three years
3. Increase enrollment, completers, and employment by 15% over the next three years

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## Improve Effectiveness of Services

**Description of Objective \***

This is a duplicate section.

**Activities & Outcomes****Activity Name \***

Increased Course Offerings

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand resulting in an increase in class scheduling and greater student persistence.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

5% increase in literacy gains; better understanding of data usage

**Intermediate Outcomes (1-3 Years) \***

10% increase in literacy gains; Additional funding streams due to increased performance outcomes and graduation rates

**Long-Term Outcomes (3-5 Years) \***

15% increase in literacy gains; Ongoing community needs evaluation

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

**Activity Name \***

Increased Completion Rates

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase completion rates in all program areas resulting in a greater number of students transitioning to postsecondary programs and the workforce.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

5% completion growth

**Intermediate Outcomes (1-3 Years) \***

10% completion growth

**Long-Term Outcomes (3-5 Years) \***

15% completion growth

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

### Responsible person(s)

Name
Amalia Lopez
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Heather Keran
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Tami Olson
Victoria Guzman

### Activity Name \*

Increased Outreach and Marketing

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

Expand and improve outreach and marketing to target identified populations which will result in increased enrollment for all Member Districts.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priority of Marketing.

### Short-Term Outcomes (12 Months) \*

Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs

### Intermediate Outcomes (1-3 Years) \*

Increased social media presence; Enhanced print marketing campaign

### Long-Term Outcomes (3-5 Years) \*

Increased social media presence; Enhanced print marketing campaign

### Proposed Completion Date



06/30/2027

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

Activity Name \*

Community Education

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Utilize Navigators to educate the community about what the Consortium does resulting in stronger and more established community partnerships.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priority of Marketing.

**Short-Term Outcomes (12 Months) \***

Participate in scheduled Community Stakeholder meetings; Participate in community events and outreach

**Intermediate Outcomes (1-3 Years) \***

Ongoing engagement with business, faith-based, governmental, and non-profit stakeholders; Participate in community events and outreach

**Long-Term Outcomes (3-5 Years) \***

Continued engagement of the SAEC Leadership Committee; Participate in community events and outreach

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
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Lori Morton
Tami Olson
Victoria Guzman

**Activity Name \***

Professional Development

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Professional Development (non-stagnant, community-of-practice based, high-quality, best-practices-driven) will be provided for all instructors and staff of all Member Districts who are striving to prepare students for postsecondary success. Primary focus will be on instruction and the shifting from "teaching to the test" to teaching for academic pathway success.

This activity aligns with CAEP Objective of Professional Development and the CAEP State Priorities of Leadership and Program Evaluation.

**Short-Term Outcomes (12 Months) \***

The SAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees

**Intermediate Outcomes (1-3 Years) \***

Ongoing participation in professional development opportunities by Board, Faculty and Staff

**Long-Term Outcomes (3-5 Years) \***

Ongoing participation in professional development opportunities by Board, Faculty and Staff

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

**Activity Name \***

Articulation Agreements: AE/CC

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Develop articulation agreements between Adult Schools and the Colleges resulting in greater transition of students to postsecondary, for credit programs.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

Two pathways aligned to college courses

**Intermediate Outcomes (1-3 Years) \***

Five pathways aligned to college courses

**Long-Term Outcomes (3-5 Years) \***

Pathways for all relevant courses

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

**Activity Name \***

Articulation Agreements: CTE

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Create articulation agreements for CTE programs from Adult Schools to the College and High School programs resulting in a framework for career pathways in alignment to Strong Workforce.

This activity aligns with CAEP Objective of Seamless Transitions and the CAEP State Priority of Learner Transition.

**Short-Term Outcomes (12 Months) \***

Implementation of two career CTE pathways

**Intermediate Outcomes (1-3 Years) \***

Increased transition to postsecondary & CTE; Explore Pre-Apprenticeship programs

**Long-Term Outcomes (3-5 Years) \***

Established apprenticeship programs

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
John Werner
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

**Activity Name \***

Service Hours and Locations to meet Regional Needs

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Expanded service hours, locations of classes, and topics of classes offered across all Member Districts to provide increased accessibility to students, align to CIP goals, and meet shifting community needs emerging from the COVID-19 pandemic.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Learner Transitions and Equity.

**Short-Term Outcomes (12 Months) \***

5% increase in enrollment and program completions

**Intermediate Outcomes (1-3 Years) \***

10% increase in enrollment and program completions

**Long-Term Outcomes (3-5 Years) \***

15% increase in enrollment and program completions

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

#### Responsible person(s)

Name
Amalia Lopez
Brian Brazier
Erika De La Cruz
Heather Keran
Jonna Shengel
Lori Morton
Tami Olson
Victoria Guzman

#### Activity Name \*

Digital Literacy and Technology

#### Objective that Applies to this Activity

Address Educational Needs

#### Brief Description of Activity \*

Infused digital literacy and technology instruction into curriculum at all Member Districts to provide students with a deeper knowledge and understanding of technology to meet the new needs of adult learnings in a post-pandemic environment.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Equity and Technology/Distance Learning.

#### Short-Term Outcomes (12 Months) \*

Professional Development for all faculty/staff on embedding DL into instructional models

#### Intermediate Outcomes (1-3 Years) \*

Fifty percent of classes have embedded digital literacy skills

Long-Term Outcomes (3-5 Years) \*

Technology instruction pervasive across all classes and all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
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Victoria Guzman

Activity Name \*

Short-term / Long-term CTE Programs of Study

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Implement credit and noncredit CTE classes and certificates (short- and long-term) resulting in wage increases and higher job placement rates and mobility as demonstrated through DIR and MIS reporting.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.



Short-Term Outcomes (12 Months) \*

Identify industry sectors aligned to Strong Workforce for additional courses

Intermediate Outcomes (1-3 Years) \*

Increased CTE program offerings

Long-Term Outcomes (3-5 Years) \*

Implement additional CTE programs as dictated by regional industry need

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
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Victoria Guzman

Activity Name \*

Contextualized ESL Programs

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity \*

Workplace / Contextualized ESL (VESL) courses resulting in increased program offerings and enrollment particularly in the Healthcare Industry Sector.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

Short-Term Outcomes (12 Months) \*

Pilot new programs in Members Districts for contextualized ESL

Intermediate Outcomes (1-3 Years) \*

Fully established VESL programs

Long-Term Outcomes (3-5 Years) \*

Expanded program offerings by all Member Districts

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
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Responsible person(s)

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Victoria Guzman

Activity Name \*

College Courses Taught at Adult Schools

Objective that Applies to this Activity

Address Educational Needs

**Brief Description of Activity \***

Explore offering college courses (noncredit and credit) at Adult School campuses resulting in dual / co-enrollment programs taught by college faculty at Adult Schools.

This activity aligns with CAEP Objective of Gaps in Service and the CAEP State Priorities of Program Development/Curriculum/Classroom and Equity.

**Short-Term Outcomes (12 Months) \***

Identification of courses to offer at Adult Schools

**Intermediate Outcomes (1-3 Years) \***

Pilot college courses at Adult Schools

**Long-Term Outcomes (3-5 Years) \***

Add courses to offerings at Adult Schools

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
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Tami Olson
Victoria Guzman

**Activity Name \***

Improved Data Collection

**Objective that Applies to this Activity**

## Improve Effectiveness of Services

### Brief Description of Activity \*

Improve data collection and review to increase pre- and posttest scores. This activity aligns to WIOA CIP goals of multiple Member Districts.

This activity also aligns with CAEP Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

### Short-Term Outcomes (12 Months) \*

5% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans

### Intermediate Outcomes (1-3 Years) \*

10% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans

### Long-Term Outcomes (3-5 Years) \*

15% increase in pre-posttest pairs on DIR reporting; Community of Practice quarterly meeting to create and implement DIR action plans

### Proposed Completion Date

06/30/2027

### Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

### Responsible person(s)

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Tami Olson
Victoria Guzman

**Activity Name \***

Increased Enrollment, Completions, Transitions

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase enrollment, graduation rates, and transitions to post-secondary and/or employment resulting in increased performance outcomes.

This activity aligns with CAEP Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

**Short-Term Outcomes (12 Months) \***

5% increase in transitions validated through DIR and MIS reports

**Intermediate Outcomes (1-3 Years) \***

10% increase in transitions validated through DIR and MIS reports

**Long-Term Outcomes (3-5 Years) \***

15% increase in transitions validated through DIR and MIS reports

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
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- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

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Victoria Guzman

**Activity Name \***

Enhanced Career Pathways

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and the Community College through the development of a Career Pathway Matrix.

This activity aligns with CAEP Objective of Student Acceleration and the CAEP State Priority of Program Evaluation.

**Short-Term Outcomes (12 Months) \***

Conduct ongoing evaluation of community; Continue to implement Career Pathways; Improve community awareness of existing Career Pathways

**Intermediate Outcomes (1-3 Years) \***

Establish 1 - 3 additional Career Pathway pilot programs, as needed

**Long-Term Outcomes (3-5 Years) \***

Reevaluate program success and create next-steps for additional Career Pathways based on high growth industry needs

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
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Lori Morton
Tami Olson
Victoria Guzman

**Activity Name \***

Professional Development

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Implement ongoing professional development for all Members that is responsive to the needs of the region and staff to develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, provide best-practice academic rigor, and are evaluated in California and across the US to better align service delivery with community needs.

This activity aligns with CAEP Objective of Professional Development and the CAEP State Priorities of Leadership and Program Evaluation.

**Short-Term Outcomes (12 Months) \***

The SAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees

**Intermediate Outcomes (1-3 Years) \***

Ongoing participation in professional development opportunities by Board, Faculty and Staff

**Long-Term Outcomes (3-5 Years) \***

Ongoing participation in professional development opportunities by Board, Faculty and Staff

**Proposed Completion Date**

06/30/2027

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
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Victoria Guzman

Activity Name \*

Regional Professional Development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity \*

Host Pan-Consortium, Central Valley professional development events.  
This activity aligns with CAEP Objective of Professional Development and the CAEP State Priority of Leadership.

Short-Term Outcomes (12 Months) \*

Host Super-Consortium PD day; Host multiple internal PD trainings



**Intermediate Outcomes (1-3 Years) \***

Continue hosting professional development events

**Long-Term Outcomes (3-5 Years) \***

Continue hosting professional development events

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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**Responsible person(s)**

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Victoria Guzman

**Activity Name \***

Workforce Board Engagement

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

### Brief Description of Activity \*

Stronger engagement with the Workforce Development Boards of Tulare County and Kings County by Consortium Members resulting in the development of policies and procedures for cross-agency collaboration.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Program Development/Curriculum/Classroom.

### Short-Term Outcomes (12 Months) \*

Increase in labor force participation; increased job promotions; increased wages

### Intermediate Outcomes (1-3 Years) \*

Pilot programs with both Workforce Development Boards to meet local needs

### Long-Term Outcomes (3-5 Years) \*

Established partnerships with the Workforce Development Boards

### Proposed Completion Date

06/30/2027

### Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
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### Responsible person(s)

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Victoria Guzman

Activity Name \*

## Strategic Planning

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

Leverage resources to serve more adult learners through a collective impact model by developing a strategic plan to identify economies of scale across Member Districts.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priorities of Program Development/Curriculum/Classroom and Leadership.

### Short-Term Outcomes (12 Months) \*

Implementation of strategies to leverage existing resources

### Intermediate Outcomes (1-3 Years) \*

Ongoing evaluation and adjusting strategies in strategic plan

### Long-Term Outcomes (3-5 Years) \*

Reevaluation of strategies to align to current funding streams

### Proposed Completion Date

06/30/2027

### Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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Victoria Guzman

**Activity Name \***

Expand OJT/WBL Opportunities

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Student internships, practicums, and work-based learning opportunities established with local businesses resulting in a greater transition of students to the workplace.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Equity.

**Short-Term Outcomes (12 Months) \***

Identified career pathways that support high growth industries identified by the Workforce Development Board

**Intermediate Outcomes (1-3 Years) \***

Pilot internships in three identified industry sectors

**Long-Term Outcomes (3-5 Years) \***

Established placement of students in work-based learning opportunities

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
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**Activity Name \***

Employer Based Education Offerings

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Explore on-site classes offered at local businesses resulting in increased wages and promotions.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Equity.

**Short-Term Outcomes (12 Months) \***

Identify and sign MOUs with businesses for onsite classes

**Intermediate Outcomes (1-3 Years) \***

Established on-site courses at identified employers

**Long-Term Outcomes (3-5 Years) \***

Additional businesses added to employer-based course offerings

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
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- Student Barriers: English Language Learner (AE 305 - Overall)
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Victoria Guzman

#### Activity Name \*

AJCC Alignment

#### Objective that Applies to this Activity

Improve Effectiveness of Services

#### Brief Description of Activity \*

American Job Center of California representative available at each Member site which allows for a career liaison to assist with post-pandemic recovery and job placement.

This activity aligns with CAEP Objective of Leveraging Resources and the CAEP State Priority of Equity.

#### Short-Term Outcomes (12 Months) \*

Maintain/Update MOUs with Tulare and Kings County Workforce Development Boards; Co-location of Adult Education Navigators at AJCCs

#### Intermediate Outcomes (1-3 Years) \*

Dedicated American Job Center time at each Member site; Co-location of Adult Education Navigators at AJCCs

**Long-Term Outcomes (3-5 Years) \***

Expansion of programs to include all Members; Co-location of Adult Education Navigators at AJCCs

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
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**Activity Name \***

Learning Management Systems

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Explore the use of CANVAS as a consortium learning management system

**Short-Term Outcomes (12 Months) \***

Implement/pilot CANVAS at one Member District

**Intermediate Outcomes (1-3 Years) \***

Evaluate program success and refine goals

**Long-Term Outcomes (3-5 Years) \***

Identify funding for a sustainable program implementation

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
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Victoria Guzman

**Activity Name \***

Preapprenticeships

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Identify industry sectors that are open to the development of preapprenticeships

**Short-Term Outcomes (12 Months) \***

Explore and identify industry sectors



Intermediate Outcomes (1-3 Years) \*

Implement grant funded programs for preapprenticeship

Long-Term Outcomes (3-5 Years) \*

Conduct program evaluation and explore opportunities to add additional preapprenticeship offerings

Proposed Completion Date

06/30/2027

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
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Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Alpaugh Unified</a> (Optional)	\$0	Draft
<a href="#">Corcoran Joint Unified</a>	\$229,318	Certified
<a href="#">Cutler-Orosi Joint Unified</a>	\$217,945	Certified
<a href="#">Exeter Unified</a> (Optional)	\$0	Draft
<a href="#">Farmersville Unified</a>	\$57,299	Certified
<a href="#">Hanford Joint Union High</a>	\$994,866	Certified
<a href="#">Lindsay Unified</a>	\$138,896	Certified
<a href="#">Sequoias CCD</a>	\$1,347,962	Certified
<a href="#">Tulare Joint Union High</a>	\$3,579,889	Certified
<a href="#">Visalia Unified</a>	\$7,779,242	Certified
<a href="#">Woodlake Unified</a> (Optional)	\$0	Draft
<b>Totals</b>	<b>\$14,345,417</b>	<b>8/11 Certified</b>

#### Funds Evaluation \*

The SAEC Board and Leadership Committee meet regularly to discuss the allocation of funds, taking into account the multiple funding streams available to each Member District. These include, but are not limited to, WIOA, Perkins, and grants awarded to each Member District. Further, the SAEC Board and Leadership Committee look forward to applying for the expected Healthcare Career Pathway funding for ESL students and expanding career pathways in this quickly growing industry sector.

## Certification

### Alpaugh Unified - Member Representative

Mr. Troy Hayes  
 Superintendent/Principal  
[thayes@alpaugh.k12.ca.us](mailto:thayes@alpaugh.k12.ca.us)  
 (559) 949-8413

Approved by Mr. Troy Hayes

05/23/2022 11:10 AM PDT

**Corcoran Joint Unified - Member Representative****Mr. Ed Ochoa**

Superintendent

[eochoa@corcoranunified.com](mailto:eochoa@corcoranunified.com)

(559) 992-1224

Approved by Mr. Ed Ochoa

05/23/2022 03:31 PM PDT

**Cutler-Orosi Joint Unified - Member Representative****Yolanda Valdez**[yvaldez@cojUSD.org](mailto:yvaldez@cojUSD.org)

(559) 528-4763

Approved by Yolanda Valdez

05/23/2022 10:45 PM PDT

**Exeter Unified - Member Representative****George Eddy**

Superintendent

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05/23/2022 01:38 PM PDT

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05/23/2022 11:41 AM PDT

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05/23/2022 11:30 AM PDT

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05/24/2022 12:34 PM PDT

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Approved by Brent Calvin

05/25/2022 04:07 PM PDT

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05/23/2022 11:14 AM PDT

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05/24/2022 10:10 AM PDT

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05/23/2022 01:05 PM PDT

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