

57 Sequoias Adult Education Consortium (SAEC)

Plans & Goals

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.

Activities and strategies, and their outcomes, described within the SAEC 2022/23 Annual Plan align, by objective, with the activities, strategies and outcomes of the short-term goals described in the SAEC Three-Year Plan: 2022-25.

The mission of Sequoia Adult Education Consortium is to facilitate the alignment and collaboration of Adult Education in the Region. The vision of Sequoias Adult Education Consortium is that the regional adult education system will be an efficient, coordinated regional system that bridges gaps, provides seamless student transitions, and utilizes all of the assets of our area to meet the needs of both our workforce and industry by providing accessible, responsive training administered by a well-trained team of personnel (including faculty, teachers, and support staff) while also providing supports to adult learners and opportunities to accelerate students toward their education and career goals.

SAEC made major strides in implementing strategies in 2021/22. The SAEC Regional Integrated Service Delivery System (RISDS) was successfully implemented in 2021/22. SAEC successfully implement new courses in all program areas despite declining enrollment in classes. SAEC provided classes through flexible scheduling at locations near target populations. SAEC effectively embedded computer literacy in all program area courses in 2021/22. SAEC members provided internet access and devices to students at a 1:1 ratio through all member programs. Employers and regional economic leaders provided input and guidance on all existing CTE programs and in the development of new CTE programs. SAEC members enjoy very strong relations with regional economic development leaders and businesses. SAEC members with CTE continued to implement work-based learning in all courses. SAEC explored new funding sources for CTE programs and successfully received grant funding to implement apprenticeship and expand opportunities for students in existing programs.

Regional Planning Overview

The Sequoias Adult Education Consortium will continue work on building relationships with more community partners to leverage existing resources. SAEC Governance Committees will continue to meet to evaluate student needs and to development systemic solutions that will increase student achievement. The Consortium will continue to focus on existing governance structures and program evaluation strategies.

The SAEC Board is committed to full implementation of the adopted 2022-2025 Three-Year Plan. The 2022-2023 Annual Plan is directly linked to the Three-Year Plan through the strategies, objectives, and metrics.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Regional Needs Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region. The importance of these programs was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, pre-apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as appropriate. Furthermore, a need for additional CTE instruction has been identified by the community of Farmersville and a new, part-time program will be developed this year by Farmersville Adult School. Farmersville Adult School successfully launched as a new adult school in 2020/21 offering courses in ESL and ASE. This will be the school's first offering of a CTE based program. Access to existing CTE programs continues to be a gap in our rural communities. Members with CTE programs will partner more closely with those rural communities to bridge that access gap. New offerings in Apprenticeship Programs are planned for the 2022/23 year.

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

Training Programs: Short-term CTE and Pre-Apprenticeship or Apprenticeship Programs remains a need in the region. The importance of these programs was indicated by both educators and employers. SAEC also relies on regional employer and educator surveys. SAEC member adult schools have aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

Effectiveness is evaluated quarterly by the SAEC Board. Included in this review are TOPSPRO DIR submissions and Quarterly Fiscal Expense Reporting. Additionally, SAEC Members provide Member Effectiveness Reports annually to the SAEC Board. The Member Effectiveness Reports describe progress made by the member towards meeting the objectives and vision of the SAEC Board.

SAEC will monitor implementation of new courses, student enrollment, and student performance outcomes. While apprenticeship programs are difficult to implement in the region, SAEC will monitor pre-apprenticeship group-sized training enrollment, apprenticeship completion, apprenticeship placements, work experience placements, and job hires. Short-term CTE courses will be added as appropriate.

Regional Need #2

Gaps in Service / Regional Needs

Regional Needs Deficiency of Technical or Computer Skills: Gaps in student proficiency with technology use and with basic computer skills have been identified. Students exhibit unfamiliarity with basic software applications, basic digital literacy, use of technology to achieve learning outcomes, and access to computer networks via the worldwide web. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC members will include computer and technical standards into existing courses. Google Suite implementation will continue into 2022/23 and enhance each member's ability to provide distance learning service. Students also have the option of taking a custom "SAEC Online 101" digital literacy class in Edgenuity. Student digital literacy/citizenship skills will be monitored through

educator surveys and teacher created assessments. SAEC will monitor staff participation in professional development opportunities which focus on the integration of technical or computer skills into curriculum and instruction.

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

Deficiency of Technical or Computer Skills. This gap/regional need was indicated by both educators and employers. SAEC conducted regional employer and educator surveys. SAEC members will embed computer and technical standards into existing courses. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC members will include computer and technical standards into existing courses. Student digital literacy skills will be monitored through educator surveys and teacher created assessments. Student participation in blended learning opportunities in HSE, ESL, and CTE will be monitored as well as staff participation in professional development opportunities which focus on the integration of technical or computer skills into curriculum and instruction.

Regional Need #3

Gaps in Service / Regional Needs

Sharing of Information and Resources: This gap was identified through the survey administered to education providers. SAEC will monitor the participation of staff in consortium meetings, SAEC sub-committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data. SAEC will monitor Tulare/Kings WIB Common Referral Form use data.

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

Sharing of Information and Resources. This gap was identified through the survey administered to education providers. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC will monitor the participation of staff in consortium meetings, SAEC sub-committees, and professional development opportunities. SAEC will monitor student access to the Regional Integrated Service Delivery System by tracking student contact and referral data. SAEC will monitor Tulare WIB Common Referral Form use data.

Regional Need #4

Gaps in Service / Regional Needs

Students Access to Programs: The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to programs is caused primarily by student proximity to current program offerings. Providers will work to leverage partner locations in the region to offer courses in locations close to clusters of potential students. Funding limits will prevent agencies from offering courses in addition to their traditional offerings, so members will relocate existing service delivery as feasible. Members provided more distance learning opportunities in 2020/21 and 2021/22 and were successful with those students who could access the virtual offering. However, members also continue to experienced declines in enrollment as many in our communities are not able to adequately access virtual instruction. Members took action steps to support students. Students were provided devices and mobile hotspots. However, a network access divide still exists. Members will focus on in person instruction opportunities as a strategy to regain participation of those students who were not able to access programs. All K-12 adult school providers have been granted participation in the WIOA Title II AEFLA grant which will facilitate the development of offerings and access for students.

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

Students Access to Programs. The importance of these programs was indicated by educators. SAEC conducted regional educator surveys. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC will monitor locations of courses offered and student enrollments, student attendance, and course completions. Student accessibility to program is related primarily by student proximity to current program offerings, to student access to the internet, and student digital literacy. Students lacking educational planning and monitoring skills struggle to succeed in virtual learning delivery models. SAEC members will implement individualized learning plans in 2022/23 and monitor implementation of this new strategy. Providers will work to leverage partner locations in the region to offer courses in locations close to clusters of potential students. Funding limits will prevent agencies from offering course in addition to their traditional offerings, so members will relocated existing service delivery as feasible.

Regional Need #5

Gaps in Service / Regional Needs

The Lack of Classes at Varying Times and Locations: The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. Several SAEC members either historically offered Adult Education courses and discontinued them, or never offered service. Additionally, districts that currently offer Adult Education courses have added new offerings in the past 2 years, but are still offering fewer courses than they did previous to program reductions. Regional demographic data indicate that SAEC members are currently meeting less than 10 percent of the regional adult education need. As SAEC members pivoted to more virtual program offerings as a result of COVID-19 impacts, they saw overall declines in student enrollment and declines in student success for their more at-risk populations. Some students benefited from the enhanced virtual offerings as they were able to better control their own time management and times of access to instructional materials. SAEC will continue to monitor the number of courses and the time of day courses offered by members in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses. Furthermore, information about course offerings and availability will be maintained in a comprehensive listing available through the SAEC website. Resource limitations prevent the addition of adequate programs in this area.

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

The Lack of Classes at Varying Times and Locations. The need for course offerings at various times or locations was determined through analysis of current programs and regional efforts. SAEC members site program outcome metrics in identifying this need. SAEC member adult schools aligned their WASC action plans and their WIOA II Continuous Improvement Plans, they also leveraged their WASC Self-Study and CIP action planning processes to identify regional needs and gaps. Identified needs, gaps, goals, action plans, and strategies were then shared with other consortium members through the SAEC Leadership Governance Committee structure.

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

SAEC will monitor the number of courses and the time of day courses are offered by members in each program area throughout the region. SAEC will monitor student enrollments, attendance, and completion rates for courses. Furthermore, information about course offerings and availability will be maintained in a comprehensive listing available through the SAEC website. Resource limitations prevent the addition of adequate programs in this area.

Address Educational Needs

2022-23 Strategies

Strategy Name

Increased Outreach and Marketing

Activity that Applies to this Strategy

Increased Outreach and Marketing

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Community Education

Activity that Applies to this Strategy

Community Education

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

Strategy Name

Service Hours and Locations to meet Regional Needs

Activity that Applies to this Strategy

Service Hours and Locations to meet Regional Needs

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

Strategy Name

Digital Literacy and Technology

Activity that Applies to this Strategy

Digital Literacy and Technology

Metrics that Apply to this Activity/Strategy

- 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)
- 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)

Strategy Description

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 learners 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.

Strategy Name

Short-term / Long-term CTE Programs of Study

Activity that Applies to this Strategy

Short-term / Long-term CTE Programs of Study

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

Strategy Name

Contextualized ESL Programs

Activity that Applies to this Strategy

Contextualized ESL Programs

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

Strategy Name

College Courses Taught at Adult Schools

Activity that Applies to this Strategy

College Courses Taught at Adult Schools

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

Strategy Name

Expand OJT/WBL Opportunities

Activity that Applies to this Strategy

Expand OJT/WBL Opportunities

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

Strategy Name

Employer Based Education Offerings

Activity that Applies to this Strategy

Employer Based Education Offerings

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Prepprenticeships

Activity that Applies to this Strategy

Prepprenticeships

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Identify industry sectors that are open to the development of preapprenticeships.

Short-Term Outcomes (12 Months): Explore and identify industry sectors.

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Increased Course Offerings

Activity that Applies to this Strategy

Increased Course Offerings

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

Strategy Name

Increased Completion Rates

Activity that Applies to this Strategy

Increased Completion Rates

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

Strategy Name

Articulation Agreements: AE/CC

Activity that Applies to this Strategy

Articulation Agreements: AE/CC

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

Strategy Name

Articulation Agreements: CTE

Activity that Applies to this Strategy

Articulation Agreements: CTE

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

Strategy Name

Increased Enrollment, Completions, Transitions

Activity that Applies to this Strategy

Increased Enrollment, Completions, Transitions

Metrics that Apply to this Activity/Strategy

- 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 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)

Strategy Description

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

Strategy Name

Enhanced Career Pathways

Activity that Applies to this Strategy

Enhanced Career Pathways

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

Strategy Name

Workforce Board Engagement

Activity that Applies to this Strategy

Workforce Board Engagement

Metrics that Apply to this Activity/Strategy

- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Professional Development

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Improved Data Collection

Activity that Applies to this Strategy

Improved Data Collection

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Professional Development II

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Regional Professional Development

Activity that Applies to this Strategy

Regional Professional Development

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

Strategic Planning

Activity that Applies to this Strategy

Strategic Planning

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

Strategy Name

AJCC Alignment

Activity that Applies to this Strategy

AJCC Alignment

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- 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)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

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.

Strategy Name

Learning Management Systems

Activity that Applies to this Strategy

Learning Management Systems

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Explore the use of CANVAS as a consortium learning management system

Short-Term Outcomes (12 Months): Implement/pilot CANVAS at one Member District.

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.

The SAEC 2022/23 annual plan strategies align with the SAEC 3-Year Regional Comprehensive plan. Member allocations have been determined and approved by the SAEC Board and are reflected in the SAEC 2022/23 CFAD, as amended in August, 2022. All strategies listed in the SAEC 2022/23 Annual Plan align to the SAEC member allocation schedule. Base allocation for SAEC members was determined in planning for Program Year 1. Maintenance of Effort (MOE) by each member was declared by each SAEC member. Each member was allocated an amount equal to their declared MOE. SAEC Member representatives participated in establishing estimated costs for consortium strategies and then allocated new CAEP monies to members to implement specific strategies. The combined funds, MOE plus Allocation, became the members' base fund allocation.

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

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 and grants awarded to each Member District. Further, the SAEC Board look forward to applying for the expected Healthcare Career Pathway funding for ESL students and expanding career pathways in this quickly growing industry sector. Carry-over funds are regularly evaluated and, when needed, reallocated among Member Districts to ensure continuity of program, address shifting enrollments, and program needs. SAEC members follow a first in, first out expenditure model. All 2022/23 work is a continuation of existing strategies with new work being refined in implementation. SAEC will also evaluate member expenditures and possibly reallocate unspent funds to other members to provide relief to member districts with unspent funds. This process is evidenced and explained in detail in the SAEC 2022/25 Consortium Memorandum of Understanding. The SAEC members and Board review allocation of resources periodically throughout the year. As Consortium Allocation Amendments are needed, the SAEC Board will review and approve any amendments.

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09/06/2022 10:08 AM PDT

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09/06/2022 12:26 PM PDT

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09/07/2022 07:08 AM PDT

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09/13/2022 09:24 AM PDT

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09/06/2022 04:10 PM PDT

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09/20/2022 09:47 AM PDT

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09/06/2022 02:24 PM PDT

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09/06/2022 09:44 AM PDT

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09/06/2022 11:22 AM PDT

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09/06/2022 04:02 PM PDT

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