

# 64 State Center Adult Education Consortium: Certified

## Details

### Consortium Information

**Consortium Name:**

64 State Center Adult Education Consortium

**Consortium Short Name:**

64 State Center

**Address:**

7942 N. Maple, Suite 103 | Fresno, CA | 93720

**Website:**

<https://statecenteraec.org>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$16,860,616

**CAEP Funds 2021-22:**

\$16,007,422

**CAEP Funds 2020-21:**

\$15,384,351



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## Consortium Contacts

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## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Caruthers Unified</a>	Unified School District	Tod Tompkins	(559) 495-6440
<a href="#">Central Unified</a>	Unified School District	Edward Robinson	
<a href="#">Chawanakee Unified</a>	Unified School District	Khai Nguyen	(559) 877-6209 ext: 2011
<a href="#">Clovis Unified</a>	Unified School District	Ed Schmalzel	(559) 327-2870
<a href="#">Dinuba Unified</a>	Unified School District	Jonathan Torres	(559) 596-7266
<a href="#">Fresno Co. Office of Education</a>	County Office of Education (COE)	Marisa Gamboa	(559) 600-4950
<a href="#">Fresno Unified</a>	Unified School District	Gary Schlueter	(559) 457-6000 ext: 76220
<a href="#">Golden Valley Unified</a>	Unified School District	Leslie Goston	(559) 645-3580
<a href="#">Kings Canyon Joint Unified</a>	Unified School District	Rich Ishimaru	(559) 305-7085
<a href="#">Madera Unified</a>	Unified School District	Shirley Gregory	(559) 675-4425 ext: 103
<a href="#">Sanger Unified</a>	Unified School District	Lori Hawkyard 3528991	(559) 524-7775
<a href="#">Selma Unified</a>	Unified School District	Jose Bedolla	(559) 898-6670 ext: 47299
<a href="#">Sierra Unified</a>	Unified School District	Jody Silva	(559) 855-3020
<a href="#">State Center CCD</a>	District	Sherri Watkins	(559) 573-4816
<a href="#">Valley ROP</a>	Regional Occupation Center/Program (ROC/P)	Fabrizio Lofaro	(559) 876-2122

Member Agency	Member Type	Contact	Phone
<a href="#">Washington Unified</a>	Unified School District	Grant Thor	(559) 495-5691
<a href="#">Yosemite Unified</a>	Unified School District	Stephanie Osowski	
<a href="#">Clovis Community College</a>	College	Emilee Slater Clovis Community College	(559) 325-5012
<a href="#">Fresno City College</a>	College	Donna Cooper Ed D.	(559) 442-8218
<a href="#">Reedley College</a>	College	Kurt Piland Reedley College	(559) 494-3029
<a href="#">Madera Community College</a>	College	Shelly Conner	(559) 675-4864
<a href="#">Parlier Unified</a>	Unified School District	Israel Almendarez San Joaquin Valley High School/Parlier Unified School District	(559) 646-2723 ext: 1029

## Executive Summary

### Executive Summary \*

The State Center Adult Education Consortium (SCAEC) is one of 71 adult education consortia in California. Its service region is located within the San Joaquin Valley, including Fresno and Madera counties and bordering portions of Kings and Tulare counties. Together, Fresno and Madera Counties cover an area of over 8,000 square miles of mountainous, agricultural, urban, and rural communities in Central California. Such a vast area provides ample opportunities for adult education expansion but also presents various challenges.

To better understand and prepare to meet these challenges, as well as to capitalize on opportunities that may arise, SCAEC has crafted a Three-Year Plan addressing the needs of its students, community, and workforce. Our Three-Year Plan lays the groundwork to allow us to achieve our goal of improving adult education services for the next three years and beyond. To accomplish this, SCAEC has selected several goals focused on increasing transportation options for students, supporting successful student transitions to colleges and careers, partnering with Workforce Development Boards, better serving students with disabilities, and increasing counseling services. Our action plan will be implemented to strengthen partnerships within the region and provide for new strategies and programs, such as workforce readiness classes, career pathway programs, and industry certification courses. SCAEC management will continue to support all member agencies.

SCAEC is divided into four sub-regions (North, Clovis, Central, and South), which has allowed members to dive deeper into the needs of their immediate community but still maintain a focus on the entire State Center region through the support and guidance of its management team and shared positions. With this structure, our Consortium is confident that we will continue to be a model of quality adult education for years to come. We are confident that through our strong leadership, guiding vision, and sharp focus on continually improving adult education and student success, SCAEC will be able to meet and/or exceed all of our goals as set forth by our 2022-2025 Three-Year Plan.

SCAEC will continue to implement a three-year strategy to enhance adult education programs across all member districts. We will continue to focus on three CAEP Priority Objectives during 2022-2025:

1. **Address Educational Needs**
2. **Improve Integration of Services and Transitions**
3. **Improve Effectiveness of Services**

To achieve the three Priority Objectives, the following strategies for 2022-2025 have been developed where SCAEC will:

#### **Address Educational Needs**

- Create a plan to address the lack of ESL instructors, teaching assistants, and tutors
- Establish non-credit college classes with a simplified application process
- Increase the number of hybrid classes offered
- Improve technological support for our students by implementing a loaner program for electronic devices
- Offer Student Success elective courses for High School Diploma students
- Provide extra time for tutoring at the adult school sites
- Work with college faculty and staff in order to develop more non-credit college courses

#### **Improve Integration of Services and Transitions**

- Co-locate college classes on adult school campuses
- Conduct job fairs for all CTE programs
- Continue offering résumé and college financial literacy workshops
- Increase collaboration by supporting Professional Learning Communities (PLCs)
- Invite industry guest speakers
- Utilize the Adult School Transition Specialist and College Counselors to aid students in the college application process
- Work more closely with the Fresno-Madera K-16 Collaborative

#### **Improve Effectiveness of Services**

- Create a centralized system for tracking adult school students to facilitate advising
- Create a document enumerating the services available to adult learners, including a one-page document for referrals
- Increase collection and analysis of data to inform change and improve the equity of programs
- Undertake a marketing campaign aimed at increasing awareness of educational opportunities and the advantages of participating in educational and training programs

#### **Major Accomplishments Since 2019**

## **Assessment**

### **Overview and Preparation \***

Four different educational systems comprise SCAEC: WIOA-funded, Non-WIOA-funded, Colleges, and Post-Secondary Adult/CTE/Other. Each uses similar forms of data collection, for example, surveys were a key assessment tool to gather data from teachers, students, employers, and other partners and stakeholders. Employment data from workforce development boards, Labor Market Information (CCCCO Centers of Excellence), and Census data are also valuable for informing the development of programs. All systems rely on both quantitative and qualitative data as part of their assessment approach. However, to better understand the process and planning each type of member undertook for the three-year plan, below you will find each system's key findings and methods used:

**Workforce Innovation and Opportunity Act (WIOA) Funded Members:**

- Created an Employer and WDB Member Survey, and members compared results with the desired soft skills identified by Census data, CalJOBS data, and WIOA assessment data.
- Surveys were deployed in order to gather data, including a WIOA Earnings Survey, student surveys, staff surveys, and community needs and input surveys.
- Datasets and reports used include CASAS TOPSpro Enterprise - TE data, WorkForce Data, and Perkins reports.
- Quantitative data also comes internally from master schedules, number of requests for online vs. in-person instruction, assessment data, and attendance records/persistence.
- Qualitative data came from multiple sources, for example, student interactions with teachers, school staff, and/or counselors, as well as classroom observations during supervision/evaluation of instruction were collected and analyzed.
- Members incorporated comments and suggestions from WASC Visiting Committees, the WASC Self-Study, the WIOA CIP, and Occupational Advisory Committees (CTE).

**Non-WIOA Funded Members:**

- Each school distributes student surveys to update employment and high school completion. Data from those surveys are submitted to the data manager on a quarterly basis. The monitoring process occurs on an ongoing basis between the teacher and student. The teacher updates as needed if/when information changes.
- Some districts support their adult school programs through Local Control Funding Formula (LCFF), however, most only receive CAEP funds to run their programs.
- Each school has an established process for orientation and intake at their individual school sites. Some schools are working on refining the process to make it more consistent and streamlined.
- Partnerships with the Workforce Development Board vary from school to school, and it was decided that a better, more consistent system for tracking job market data would be beneficial. This would also help in promoting our various programs.

**College Members:**

- Created a survey to help with our effort for continual improvement. Results were analyzed and included with qualitative information collected through conversations with employers and advisory groups. Labor Market Information was compiled by the Centers of Excellence and the Employment Development Department (EDD).
- Quantitative data from CalPass, the statewide clearinghouse of longitudinal educational data, through their LaunchBoard was collected and analyzed as well.

**Post-Secondary Adult/CTE/Other Members:**

- Members continued to utilize current Labor Market Information to assess regional needs.
- Industry Advisory Meetings were conducted to inform program design based on industry needs.
- Programs are at capacity with a waiting list, indicating community support for current offerings.

**Regional Alignment and Priorities \***

- Continue to facilitate sub-region collaboration for regional priorities
- Continue to provide support and services for transitions to college and/or career
- Curriculum Alignment/Pathways Project with adult schools and colleges
- Facilitate workshops/showcases geared toward K-12 counselors as well as adult school and college staff
- Continue relationship with local workforce development boards
  - Executive Director serves on Fresno Regional Workforce Development Board Adult Council

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

SCAEC held five sub-regional community forums where partners, students, stakeholders, and college and adult school staff were invited to share their successes and needs. It was determined that there is high demand in the SCAEC service region for

educational opportunities pertaining to literacy, ESL, employment, High School Diploma and/or High School Equivalency, career technical education, and disability support (for example, night classes are currently not set up to support students who are vision- or hearing-impaired). The knowledge and skills adult learners are seeking include Basic Skills, English Language fluency, reading comprehension, math literacy, Essential Workforce Skills (soft skills), and citizenship exam preparation. This demand can be attributed to demographic data from the American Community Survey - 2020 showing that only 21.6% of adults in our region have a Bachelor's degree or higher, 23.3% do not have a high school diploma, 24% of adults lack English proficiency, only 54% of adults are employed, and 25% are at near-poverty or less.

Many of our students face a variety of barriers to education. Low literacy is common in rural areas; many of our students need reading/literacy intervention in order to build basic academic skills. Transportation is also an unmet need for many students, especially those who live in more remote areas or who commute to more remote schools. Staff members have the ability to meet students in various locations, but getting students to campus at least for orientations would be beneficial. Access to technology and the internet in rural areas proves challenging as well; some schools provide internet hotspots, but keeping track of the devices has been difficult, and some families are not using these devices for school-related activities. Students also cite barriers pertaining to childcare, transportation, safe housing, healthy food, and health/mental health care.

Granting high school diplomas is a priority for SCAEC. We currently offer high school equivalency programs such as HiSET at some of our member sites. We need to develop a better understanding of the type of student this program would benefit and guidelines for when a student should access this option, as many of our students need more individualized attention and differentiation of the curriculum in order to complete their high school diploma.

Many SCAEC adult learners are entering our programs in order to be eligible for higher-wage jobs, and we will need to reassess our Career Education offerings and curriculum to help more students achieve this goal. Courses in the Health pathway—particularly CNA, LVN, and technician training—are in demand due to a shortage of healthcare workers in Fresno and Madera counties. Skilled trades like construction and manufacturing are also in demand. Though there is a willingness among our member schools to collaborate on CTE offerings, they sometimes do not match the needs of employers. There are few employment opportunities in rural areas, and students may not be able to move to take jobs that match the training provided. In many areas, local industries require a diploma, presenting yet another barrier to advancement for our students.

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

#### **Workforce Innovation and Opportunity Act (WIOA) Funded Members:**

- Our members maintain strong relationships with various partners to help provide SCAEC with updated regional needs, as well as refer adult students to our courses. Some of the organizations we work with are:
  - Central Valley Opportunity Center
  - Community Action Partnership of Madera County
  - Department of Rehabilitation
  - Dept of Social Services, SER, Madera Community College. Employment Development Dept
  - Fresno Regional Workforce Development Board
  - Madera Coalition for Community Justice
  - Madera Workforce Assistance Center
  - Proteus
  - Veterans Administration
  - Workforce Connection
  - Workforce Development Board of Madera County
- Provided internship opportunities at local businesses, clinical sites, and various school district departments
- Received valuable information from local community members via a distributed survey that was also accessible by social media platforms

#### **Non-WIOA Funded Members:**

- Members facilitated Community Forums consisting of local community college representatives, adult school administrators, adult school teachers, adult school students, local workforce representatives, and community members.
- Attended scheduled meetings to present information regarding adult school programs to government entities such as city council/tribal council/district board meetings.
- Gathered information from our K-12 partners, such as high schools and continuation schools to better understand their needs and potential transitions.
- Updated personal information provided through an exit interview process with graduates, where teachers and staff update this information to ensure data accuracy.

**College Members:**

- Members provided a list of industry partners, faculty, union representatives, job developers, and CSU and UC representatives in order to communicate with them on regional needs and solutions to address those needs.

**Post-Secondary Adult/CTE/Other Members:**

- Members provided a list of industry members, faculty, administrators, and counselors in order to communicate with them on regional needs and solutions to address those needs.

## 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-Apprenticesh
*Caruthers Unified	Member Representative	0	27	6	0	0	0	0	0	0
*Central Unified	Member Representative	0	287	139	65	0	0	75	8	0
*Chawanakee Unified	Member Representative	4	32	0	0	0	0	0	0	0
*Clovis Community College	Member Representative	0	0	0	0	0	0	13	0	0
*Clovis Unified	Member Representative	231	843	355	192	0	0	478	0	0
*Dinuba Unified	Member Representative	123	126	0	0	0	0	16	0	0
*Fresno City College	Member Representative	17	17	217	0	0	0	176	0	0
*Fresno Co. Office of Education	Member Representative	0	23	0	0	0	0	2	0	0
*Fresno Unified	Member Representative	495	392	764	632	0	89	660	98	0
*Golden Valley Unified	Member Representative	0	8	4	0	0	0	0	0	0
*Kings Canyon Joint Unified	Member Representative	0	201	89	0	0	0	99	0	0
*Madera Community College	Member Representative	0	0	77	0	0	0	0	0	0
*Madera Unified	Member Representative	110	490	326	257	0	0	83	0	0
<b>Total Participants</b>		<b>1215</b>	<b>3054</b>	<b>2794</b>	<b>1235</b>	<b>42</b>	<b>108</b>	<b>2048</b>	<b>182</b>	<b>11</b>

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticesh
*Parlier Unified	Member Representative	0	2	0	0	0	0	0	0	0
*Reedley College	Member Representative	0	0	139	0	29	0	0	0	0
*Sanger Unified	Member Representative	233	252	83	39	0	0	65	0	0
*Selma Unified	Member Representative	0	207	65	50	0	0	28	27	0
*Sierra Unified	Member Representative	2	19	0	0	0	19	14	1	0
*State Center CCD	Member Representative	0	48	526	0	13	0	249	46	0
*Valley ROP	Member Representative	0	0	0	0	0	0	29	0	0
*Washington Unified	Member Representative	0	23	0	0	0	0	0	2	0
*Yosemite Unified	Member Representative	0	57	4	0	0	0	61	0	11
<b>Total Participants</b>		<b>1215</b>	<b>3054</b>	<b>2794</b>	<b>1235</b>	<b>42</b>	<b>108</b>	<b>2048</b>	<b>182</b>	<b>11</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
Central Valley Opportunity Center - CVOC	Community Organization	×	×	×	×	×	×	✓	×	×
Proteus, Inc.	Business	×	×	×	×	×	×	✓	×	×
Fresno County Library	Community Organization	✓	✓	✓	×	×	×	×	×	×
Reading & Beyond	Business	✓	✓	✓	×	×	×	✓	×	×
Fresno Workforce Connection	Workforce Development Board	×	×	×	×	×	×	✓	×	×
Madera Workforce Assistance Center	Workforce Development Board	×	×	×	×	×	×	✓	×	×

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

Across the four different systems, similar educational needs are shared by adult learners. We see a high demand for ESL and high school diploma programs, with an emphasis on basic math and literacy skills and English fluency. We also observe high demand for workforce training and certification. It is important that the programs offered align with the needs and requirements of the industries students will enter.

Likewise, similar barriers to education are shared across the four systems. Challenges that our adult learners, who are typically working full time, have identified include time to attend classes; transportation, especially for adult learners in rural areas; technological barriers such as access to adequate broadband for virtual learning and appropriate devices; technological literacy; personal and family health (including mental health) concerns; and child care. An additional challenge for students pursuing education is a lack of knowledge about the options available to them. Thus, each of the four systems could benefit from improved marketing and program promotion.

Internally, our capacity to support adult learners is strained. We lack a network or forum for attracting, recruiting, and hiring high-quality adult education classroom teachers. We have had particular difficulties hiring a qualified Nurse Aide Training Program (NATP) Director and instructors and a Home Health Aide (HHA)/Certified Nursing Aide (CNA) teacher, and we need to bolster our support for teachers obtaining CTE credentials. We also currently lack a soft handoff from K12 schools to adult schools. Our adult learners would benefit from a seamless transition to postsecondary education, the military, trade schools,

and more thorough CTE and for-credit programs. Finally, SCAEC would benefit from more member schools initiating the WASC accreditation process; this will help students qualify for Cal Grants and meet the requirements of some employers.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

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

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

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

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

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	14,602	12,876		56,653	59,634	62,772
Student Barriers	Low Literacy (AE 311 - Overall)	10,940	6,967		12,425	13,078	13,766

## Member Level Metric Targets

\* Mandatory for all members

### Caruthers Unified (Reported by Caruthers 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)	46	33		0	42	44

### Central Unified (Reported by Central 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)	694	441		534	561	589

### Chawanakee Unified (Reported by Chawanakee 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)	57	36		20	37	39

### Clovis Community College (Reported by Clovis Community College)

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)				50	60	75

### Clovis Unified (Reported by Clovis 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)	1,715	1,651		2,036	2,138	2,245

### Dinuba Unified (Reported by Dinuba Unified School District (DUSD))

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)	242	142		270	340	395

### Fresno City College (Reported by Fresno City College)

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)	557	296		327	343	360

### Fresno Co. Office of Education (Reported by Fresno County Office of Education: Adult Corrections)

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)	116	41		65	68	78

### Fresno Unified (Reported by Fresno Unified School District (FUSD))

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)	3,264	1,898		5,646	5,928	6,224

### Golden Valley Unified (Reported by Golden Valley Unified School District (GVUSD))

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)	26	12		22	27	30

### Kings Canyon Joint Unified (Reported by Kings Canyon Unified School District (KCUSD))

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)	548	373		500	525	550

#### Madera Community College (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)				80	85	90

#### Madera Unified (Reported by Madera Unified School District (MUSD))

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)	854	758		1,808	1,898	1,992

#### Parlier 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)				40	60	80

#### Reedley College (Reported by Reedley College)



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)	277	143		145	152	160

### Sanger Unified (Reported by Sanger Unified School District (SUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	911	415		655	688	722

### Selma Unified (Reported by Selma Unified School District (SUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	531	291		458	481	565

### Sierra Unified (Reported by Sierra Unified School District (SUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	70	54		74	78	82

### State Center CCD (Reported by State Center 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)	833	499		0	0	0

**Valley ROP (Reported by Valley ROP JPA 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)				120	130	150

**Washington Unified (Reported by Washington Union High 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)	51	23		35	45	50

**Yosemite Unified (Reported by Yosemite Unified School District (YUSD))**

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)	188	117		50	60	70

**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
Caruthers Unified	100%	100%	38%	65%	70%	75%
Central Unified	100%	100%	42%	90%	90%	90%
Chawanakee Unified	100%	100%	80%	95%	96%	97%
Clovis Community College	0%	27%	0%	0%	0%	0%
Clovis Unified	100%	100%	62%	100%	100%	100%
Dinuba Unified	100%	100%	37%	100%	100%	100%
Fresno City College	0%	36%	0%	100%	100%	100%
Fresno Co. Office of Education	100%	100%	8%	75%	75%	75%
Fresno Unified	100%	100%	45%	85%	85%	85%
Golden Valley Unified	100%	92%	0%	100%	100%	100%
Kings Canyon Joint Unified	100%	100%	26%	90%	95%	100%
Madera Community College	0%	0%	64%	100%	100%	100%
Madera Unified	100%	100%	62%	95%	95%	95%
Parlier Unified	0%	0%	0%	100%	100%	100%
Reedley College	0%	100%	47%	100%	100%	100%
Sanger Unified	100%	100%	68%	100%	100%	100%
Selma Unified	100%	71%	0%	85%	90%	95%
Sierra Unified	100%	100%	9%	75%	80%	85%
State Center CCD	100%	100%	5%	60%	65%	70%
Valley ROP	100%	100%	60%	100%	100%	100%
Washington Unified	100%	100%	10%	80%	85%	90%
Yosemite Unified	100%	100%	36%	45%	55%	65%

## Objectives

### Address Educational Needs

#### Description of Objective \*

As discussed earlier in this report, there is a high demand for ESL instruction and support in our service region, and so, SCAEC will create a plan to address the lack of ESL instructors, teaching assistants, and tutors. For example, Fresno Unified School District's hiring pool is an important untapped resource, as are faith-based and community-based organizations, such as Hands-On, with staff fluent in multiple languages. Therefore, our plan will be to create stronger connections with organizations to help provide a potential source for instructors.

To address student-specific learning needs, we will provide extra time for tutoring at the adult school sites in addition to the multiple tutoring centers already at the college site. We also plan to increase the number of hybrid classes offered; as such, we will need to improve technological support for our students by implementing a loaner program for electronic devices. Further strategies include inviting industry guest speakers and working more closely with the Fresno-Madera K-16 Collaborative to provide additional opportunities for students.

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### Improve Integration of Services & Transitions

#### Description of Objective \*

The student transition process from adult school to postsecondary opportunities needs to be streamlined. Strategies to achieve this goal include co-locating college classes on adult school campuses, utilizing the SCAEC Transition Specialists, adult school counselors, and community college counselors to aid students in the college application process, and establishing non-credit college classes with a simplified application process. Additional strategies include offering Student Success elective courses for High School Diploma students and to host job fairs for all CTE programs.

SCAEC also plans to create a centralized system for tracking adult school students to facilitate advising as they move through their educational pathways. Adult school staff, Transition Specialists, and College Outreach staff will be able to more easily offer guidance and support if student information is consolidated and easy to access. We will also create a document enumerating services available to adult learners, including a one-page document for referrals which will help streamline the referral process.

---

### Improve Effectiveness of Services

#### Description of Objective \*

SCAEC must increase its collection and analysis of data in order to inform change and improve the equity of its programs. Collaboration across departments and schools will be key in improving our capacity to collect and share this data, which can be used in our already established Professional Learning Communities (PLCs), where staff can better discuss student learning with this data.

Finally, in order to address under-enrollment, SCAEC will undertake a marketing campaign aimed at increasing awareness of educational opportunities and the advantages of participating in educational and training programs. The campaign will be designed to reach underserved populations in each area, particularly non-English speakers and those without a high school diploma. We will also seek to reach individuals looking to get a job or increase their wages through short-term certificate programs, such as office technology and receptionist training and upskilling programs.

## Activities & Outcomes

### Activity Name \*

Increase of ESL and ABE Instructors and Assistants

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

We will create a consortium-facilitated pool of qualified ESL and Adult Basic Education (ABE) instructors, assistants, and tutors. We hope to increase the number of available ABE and ESL instructors, teaching assistants, or tutors in order to address the increased need for literacy instruction within the region.

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

- Increase in advertisements and job posting announcements for ESL and ABE teachers, instructional assistants, and tutors
- Conduct recruitment processes and interviews

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

- A robust pool of qualified instructors, assistants, and tutors will have been created
- Literacy levels and class attendance of adult learners in the region will increase

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

- Increase in the educated workforce in the region
- Increase in the wage-earning abilities of our adult learners
- A sustainable, homegrown workforce pool will have been created, as successful former students can become assistants in the literacy programs we build

### Proposed Completion Date

03/23/2023

### Adult Ed Metrics and Student Barriers

- Student Barriers: Low Literacy (AE 311 - Overall)

### Responsible person(s)

Name
Donna Cooper
Edward Robinson
Gary Schlueter
Grant Thor
Janet Sloan
Marisa Gamboa
Tod Tompkins

**Activity Name \***

Adult Education Marketing Campaign

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

We will develop coordinated marketing and messaging to inform the community about the benefits of education and training for adult education students (e.g. "I am an Adult Education Student" campaign) to help grow enrollment numbers for all of our programs.

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

- Increase awareness of local programs and services for adult learners

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

- Increased enrollment of underserved populations
- Increase literacy rates for low-literacy populations

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

- Continued increased enrollment and literacy rates
- Improved image of California Community College and adult education options in the region

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)

**Responsible person(s)**

Name
Anthony Abrams
Ed Schmalzel
Emilee Slater
Julie Preston-Smith
Leslie Goston
Marcy Guthrie
Shelly Conner
Shirley Gregory
Stephanie Osowski

**Activity Name \***

Enrollment Campaign

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

We will continue to increase community awareness by promoting educational offerings through coordinated marketing and messaging about the benefits of education and training for adult students to help grow enrollment numbers for all of our programs. Some of the methods will be:

- Radio spots
- Billboards
- Banners
- Flyers
- Social Media
- Marquee Signs
- Television Ads
- Mailers
- Adult School Websites
- Community events such as Career/Next Step Fairs
- Holding community forums within local communities regarding adult education programs offered

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

- Yearly increased enrollment

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

- Yearly increased enrollment

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

- Yearly increased enrollment

**Proposed Completion Date**

03/31/2023

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)

**Responsible person(s)**

Name
Fabrizio Lofaro
Israel Almendarez
Jonathan Torres
Jose Bedolla
Lori Hawkyard
Natalie Culver-Dockins
Tim Cowdrey

**Activity Name \***

Create Document of Services

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

We will create a document enumerating services for adult learners and a one-page document for referrals. This will increase student transitions from one partner to another to improve adult learner outcomes.

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

- Students will have developed a greater understanding of the options available to them within the Consortium and can make better-informed choices
- Site staff will have streamlined access to information

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

- Increase in literacy rates for adult learners in the consortium
- Increase in attendance and completion of courses, programs, and certifications

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

- We will see increased scaffolding and support for adult learners to meet their educational and vocational goals, which will lead to a more qualified and skilled workforce in the region



**Proposed Completion Date**

12/31/2022

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Donna Cooper
Edward Robinson
Gary Schlueter
Grant Thor
Janet Sloan
Marisa Gamboa
Tod Tompkins

**Activity Name \***

Coordinated Outreach

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

We will increase the identification and participation in community outreach activities by creating a shared outreach calendar among all adult education service providers with links to flyers and event details, as well as, by creating an easy to update, online searchable list of available training programs and classes in our region.

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

- A shared outreach calendar created
- List of available training programs and classes in our region created

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

- Combined and coordinated outreach events have been facilitated
- Increase in student enrollment
- Increase in attendance at outreach activities
- Increase in communication and collaboration among consortium members

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

- Increase in enrollment and completion of programs.

**Proposed Completion Date**

05/31/2024

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Anthony Abrams
Ed Schmalzel
Emilee Slater
Julie Preston-Smith
Leslie Goston
Marcy Guthrie
Shelly Conner
Shirley Gregory
Stephanie Osowski

**Activity Name \***

Student Orientations

**Objective that Applies to this Activity**

Improve Integration of Services &amp; Transitions

**Brief Description of Activity \***

Students will attend an orientation of student expectations, school procedures, student services, and CTE programs to aid in the improvement of student transitions, which will be measured by student completion of program orientations and responsibilities.

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

- Creation of student goals
- Increase in student persistence

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

- Increase in Adult Secondary Education graduation rates

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

- Increase in student transitions

### Proposed Completion Date

03/31/2024

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Responsible person(s)

Name
Fabrizio Lofaro
Israel Almendarez
Jonathan Torres
Jose Bedolla
Lori Hawkyard
Natalie Culver-Dockins
Tim Cowdrey

### Activity Name \*

Data Dashboard

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

We will build our capacity for data collection and sharing within and among Consortium members by creating a data dashboard.

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

- Identify data sources of data, funding, and personnel to support the creation of a dashboard

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

- A system for training data technicians at Consortium schools has been created
- Staff will have increased access to information on student outcomes, which will help us track both successes and areas for program improvement

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

- Improved adult learner outcomes
- Increase in literacy for adult learners in the consortium
- Increase in attendance and completion of courses, programs, and certifications

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)

**Responsible person(s)**

Name
Donna Cooper
Edward Robinson
Gary Schlueter
Grant Thor
Janet Sloan
Marisa Gamboa
Tod Tompkins

**Activity Name \***

Establishing and Expanding Partnerships

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

We will identify partnerships (institutional, religious, cultural, etc.) that could help us in building student enrollment and completion rates, and we will build and maintain the partnership lists that exist on the State Center Adult Education Consortium website. We will leverage relationships within the communities we serve to ensure outreach is effective.

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

- Partnerships (and potential partnerships) identified and a list has been created

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

- Attendance at community partnership meetings, events, and activities have been documented
- Identification of the different long-term outcomes for each partnership (for example, a partnership with the Tribal Council could help us increase enrollment among Native populations)
- Additional classes being offered

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

- Increase in enrollment and completion rates
- Data regularly maintained in order to determine correlations between student enrollment/success and partnership activities

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Anthony Abrams
Ed Schmalzel
Emilee Slater
Julie Preston-Smith
Leslie Goston
Marcy Guthrie
Shelly Conner
Shirley Gregory
Stephanie Osowski

**Activity Name \***

Student Tutoring Services

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

We will provide tutoring services in a hybrid or in-person model to adult students to increase their success and improve our services offered.

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

- Increase in student Education Functional Levels (EFL) and Measurable Skill Gains (MSG) on the CASAS Assessments

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

- Increase in student Education Functional Levels (EFL) and Measurable Skill Gains (MSG) on the CASAS Assessments

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

- Increase in student Education Functional Levels (EFL) and Measurable Skill Gains (MSG) on the CASAS Assessments

**Proposed Completion Date**

03/30/2024

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Fabrizio Lofaro
Israel Almendarez
Jonathan Torres
Jose Bedolla
Lori Hawkyard
Natalie Culver-Dockins
Tim Cowdrey

**Funds Evaluation**

**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Caruthers Unified</a>	\$120,521	Certified
<a href="#">Central Unified</a>	\$876,853	Certified
<a href="#">Chawanakee Unified</a>	\$130,848	Certified
<a href="#">Clovis Community College</a>	\$0	Certified
<a href="#">Clovis Unified</a>	\$5,797,462	Certified
<a href="#">Dinuba Unified</a>	\$850,320	Certified
<a href="#">Fresno City College</a>	\$0	Certified
<a href="#">Fresno Co. Office of Education</a>	\$298,740	Certified
<a href="#">Fresno Unified</a>	\$7,501,130	Certified
<a href="#">Golden Valley Unified</a>	\$70,603	Certified
<a href="#">Kings Canyon Joint Unified</a>	\$1,187,818	Certified
<a href="#">Madera Unified</a>	\$1,397,877	Certified
<a href="#">Reedley College</a>	\$106,930	Certified
<a href="#">Sanger Unified</a>	\$1,010,351	Certified
<a href="#">Selma Unified</a>	\$635,044	Certified
<a href="#">Sierra Unified</a>	\$105,604	Certified
<a href="#">State Center CCD</a>	\$274,090	Certified
<a href="#">Valley ROP</a>	\$267,658	Certified
<a href="#">Washington Unified</a>	\$77,607	Certified
<a href="#">Yosemite Unified</a>	\$241,182	Certified
<b>Totals</b>	<b>\$20,950,638</b>	<b>20/20 Certified</b>

#### Funds Evaluation \*

The CAEP allocation is the primary source of funding for the majority of our members. Program area reporting in NOVA shows that while many of our districts receive additional support, such as WIOA, LCFF, and Perkins, CAEP funds reflect the bulk of the resources used to maintain programs. Due to legislation stating that no member shall receive less than they did in the prior year, we are limited in any changes to the distribution of funding. Moving forward, if the consortium were to receive additional funding outside of COLA, the allocation of any new funds would be distributed based on an evaluation of enrollment information, cost per student formula, leveraged funds, and carryover amount according to the SCAEC Bylaws.

## Certification

### Caruthers Unified - Member Representative

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Approved by Debra Haney

06/11/2022 03:07 PM PDT

### Central Unified - Member Representative

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Approved by Edward Robinson

06/10/2022 04:01 PM PDT

### Chawanakee Unified - Member Representative

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Approved by Marcy Guthrie

06/10/2022 03:56 PM PDT



**Clovis Community College - Member Representative**

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Approved by Emilee Slater Clovis Community College

06/13/2022 12:16 PM PDT

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06/10/2022 03:53 PM PDT

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06/13/2022 12:28 PM PDT

**Fresno City College - Member Representative**

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**Dr. Robert Pimentel**  
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Approved by Melody Critchfield

06/10/2022 04:06 PM PDT

**Fresno Co. Office of Education - Member Representative**

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06/10/2022 04:02 PM PDT

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06/10/2022 03:52 PM PDT

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06/13/2022 01:16 PM PDT

**Kings Canyon Joint Unified - Member Representative**

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Approved by Rich Ishimaru

Approved by Member Representative

06/10/2022 03:54 PM PDT

**Madera Community College - Member Representative**

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**Julie Preston-Smith Madera Community College**  
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Approved by Shelly Conner

06/10/2022 03:47 PM PDT

**Madera Unified - Member Representative**

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**Ladislao Lopez**  
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Approved by Shirley Gregory

06/10/2022 03:54 PM PDT

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Approved by Israel Almendarez San Joaquin Valley High School/Parlier Unified School District

06/13/2022 12:14 PM PDT

**Reedley College - Member Representative**

**Kurt Piland Reedley College**

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**Theresa Ervin**

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**Natalie Culver-Dockins**

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Approved by Kurt Piland Reedley College

06/10/2022 03:47 PM PDT

**Sanger Unified - Member Representative**

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**Karl Kesterke**

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Approved by Lori Hawkyard 3528991

06/10/2022 03:56 PM PDT

**Selma Unified - Member Representative**

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Heartland Principal

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**Andrea Affrunti**

Asst. Superintendent, Business & Support Services

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Approved by Jose Bedolla

06/10/2022 03:51 PM PDT

**Sierra Unified - Member Representative**

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Approved by Jody Silva

06/10/2022 03:46 PM PDT

**State Center CCD - Member Representative**

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