

**65 Ventura County Adult Education Consortium (2022-25)** CERTIFIED**Details****Consortium Information****Consortium Name:**

65 Ventura County Adult Education Consortium

**Consortium Short Name:**

65 Ventura County

**Address:**

5200 Valentine Rd. | Ventura, CA | 93003

**Website:**<http://www.vcaec.org>**Funding Channel 2023-24:**

Direct Funded

**CAEP Funds 2023-24:**

\$18,599,648

**CAEP Funds 2022-23:**

\$17,186,878

**CAEP Funds 2021-22:**

\$16,128,818

**Consortium Contacts**

| Responsibility  | Name         | Email  | Title             | Phone                    |
|-----------------|--------------|--|-------------------|--------------------------|
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| Primary Contact | Kathy Walker | <a href="mailto:kathy.walker@adultedventura.edu">kathy.walker@adultedventura.edu</a> | VCAEC Coordinator | (805) 289-7925 ext: 1016 |

## Member Agencies

| Member Agency                                   | Member Type                      | Contact                                       | Phone                       |
|---|----------------------------------|---|-----------------------------|
| <a href="#">Conejo Valley Unified</a>           | Unified School District          | Mike Sanders                                  | (805) 497-2761              |
| <a href="#">Fillmore Unified</a>                | Unified School District          | Amber Henrey Fillmore Unified School District | (805) 524-8201              |
| <a href="#">Moorpark Unified</a>                | Unified School District          | Sean Abajian                                  | (805) 378-6317              |
| <a href="#">Ojai Unified</a>                    | Unified School District          | Alexandra Mejia-Holdsworth                    | (805) 640-4300<br>ext: 1009 |
| <a href="#">Oxnard Union High</a>               | High School District             | Leticia Carabajal Oxnard Adult School         | (805) 385-2616              |
| <a href="#">Santa Paula Unified</a>             | Unified School District          | Gina Ramirez Dr.                              | (805) 933-8878              |
| <a href="#">Simi Valley Unified</a>             | Unified School District          | Alan Penner                                   | (805) 579-6200<br>ext: 1605 |
| <a href="#">Ventura Co. Office of Education</a> | County Office of Education (COE) | Marty McGrady                                 | (805) 437-1425              |
| <a href="#">Ventura Unified</a>                 | Unified School District          | Carolyn Vang-Walker                           | (805) 289-7925              |
| <a href="#">Ventura County CCD</a>              | District                         | Cynthia Herrera                               |                             |

## Executive Summary

### Executive Summary \*

The Ventura Adult Education Consortium was founded in 2015 in response to Assembly Bill AB86, which provided grant funds to regional collaboratives of community colleges and adult schools to develop plans to address the educational and workforce training needs of adult learners across the state. Driving this initiative was recognizing that adult learners are better served when regional education providers work together to support the common good. VCAEC membership includes Ventura's eight adult schools (Conejo Valley, Fillmore, Moorpark, Ojai, Oxnard Union, Santa Paula, Simi Valley, and Ventura Unified), the Ventura County Office of Education, and the Ventura Community College District.

The vision of the VCAEC is to create a collaborative, seamless, integrated student pathway system that is supportive, equitable, and responsive to community needs. Its mission is to deliver essential programs and services in adult basic and secondary education, English Language learning, and career education and training to help adult learners cultivate the skills they need to live, work, and thrive.

In recent years, the consortium has gone through significant changes. However, the VCAEC is dedicated to rebuilding and expanding programs, increasing outreach and collaboration among regional partners, applying lessons learned in the pandemic, and improving its capacity to provide high-quality adult education programs via various modalities--in-person, online, and hybrid. It is also taking this opportunity to look inward, evaluate entrenched practices and ideas,

and better understand students' experiences, and in so doing, better understand ways it might ensure all students, particularly among underserved populations, feel welcome and equipped to succeed.

In recent history, the need for adult education has never been quite so great. Indeed, it is a critical time for the county. The strategies and activities proposed mirror community needs gleaned from analyses of data from the US Census, US Bureau of Labor Statistics, California Adult Education 2021 Fact Sheets, Cal-PASS Plus Adult Education Pipeline, State of California Employment Development Department, WestEd California Regional Education to Workforce Dashboard, the Workforce Development Board of Ventura County, and the Ventura County Civic Alliance. Information gathered from surveys or structured conversations with students, faculty/staff, and community/workforce partners helped identify regional needs for adult education programs and services. Key strategies include:

- Establishing a marketing committee to evaluate the effectiveness of current outreach, possibly securing an external consultant to spearhead a collective approach moving forward.
- Erecting a new, state-of-the-art construction facility and launching a new pre-apprenticeship program in partnership with the Southwest Carpenter's Guild
- Building onramps from AE basic skills and ESL to introductory English with Oxnard College, application supports and bridge program with Moorpark College, and enhancing High School Diploma Career Courses to include CTE site visits
- Creating a new culinary program to be delivered in conjunction with area restaurants in the Ojai area
- Developing a new Veterinary Technician program in the Ventura area
- Coordinating with the EDC to support curriculum development/implementation related to the Digital Upskilling initiative
- Teaming across agencies to buttress or build capacity and increase student enrollment or success in the Santa Paula / Fillmore area
- Expanding IET / IELCE in medical, office clerk, machine technology, landscaping, and healthcare
- Continuing to grow programs for currently incarcerated adults in conjunction with Todd Road Jail
- Expand/continue to support faculty and staff professional learning opportunities, and facilitate or encourage practices designed to help improve knowledge of implicit bias and activities/practices to create more inclusive environments

Program effectiveness and progress toward identified outcomes will be monitored through monthly board meetings to find ways to build local capacity and leverage resources to support members and partners while respecting local autonomy.

Financial support for the consortium is provided through AB104 and the California Adult Education Program, which provide categorical funding to consortium agencies per local governance policies and legislative guidelines. All funds will be allocated consistent with state policies and evaluation of member agency effectiveness.

## Assessment

### Overview and Preparation \*

To prepare for developing this three-year plan, VCAEC members participated in several activities:

- Members were surveyed on their approaches to Equity, Leadership, Learner Transitions, Marketing, Program Development/Curriculum, Program Evaluation, Technology, and Distance Learning, and how to Evaluate the Educational needs of adults in each agency
- Two facilitated half-day planning retreats focused on shaping the mission and vision for the three-year plan, followed by two other open meetings focused on evaluating needs and developing or refining strategies and activities

- WestEd designed surveys for Students, Faculty, Employers, and Community Partners. Each agency distributed these surveys to the designated groups and analyzed by WestEd. Preliminary results were used to identify and clarify regional stakeholder needs and perspectives. Further analyses are planned for the coming months to help inform annual planning moving forward.
- Community demographic data were assessed against student enrollments to identify potential areas for outreach and expanded services
- Data from both Launchboard and TOPSpro Enterprise were used to analyze enrollments and evaluate effectiveness. CAEP Consortium Factsheets were also used to validate some information in this plan.
- The Director of the Workforce Development Board (WDB) of Ventura County was invited to speak at a consortium meeting. In addition, one of our members sits on the Executive Board for the WDBVC. Members were encouraged to participate in the Workforce Sector meetings to ensure we are looking at the priority Workforce Sectors.
- Labor Market Data from the Workforce Development Board of Ventura County were analyzed and evaluated.

### **Regional Alignment and Priorities \***

To ensure regional alignment with related adult education and workforce initiatives regionwide, the VCAEC liaised with the WDBVC, AJCC, and the Economic Development Collaborative (EDC) to gather information about regional needs, objectives, and extant plans, in addition to partnering with the Youth Grant and Disability Navigator programs. Additionally, member agencies' CIP plans were reviewed and analyzed. Consortium staff participated in all CAEP-TAP planning webinars, Peer Learning Circles, and CASAS webinars.

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

Data reported in this section about Ventura County were collected from the US Census, US Bureau of Labor Statistics, California Adult Education 2021 Fact Sheets, Cal-PASS Plus Adult Education Pipeline, State of California Employment Development Department, WestEd California Regional Education to Workforce Dashboard, the Workforce Development Board of Ventura County, and the Ventura County Civic Alliance. Information gathered from surveys or structured conversations with students, faculty/staff, and community/workforce partners also helped identify regional needs for adult education programs and services.

### **Community Demographics**

According to the US Census Report, the adult population of Ventura County is approximately 651,000. White non-Hispanics comprise about half of the adult population (about 49%), Asians comprise about 8%, African-Americans about 2%, and Pacific Islander and American Indian residents represent less than 1%. About 39% identify as Hispanic. Approximately 17% of the adult population overall speaks English "Less than Very Well" (110,499 of 651,471), with the majority being Hispanic (82% or 90,675). Ventura residents also skew slightly older, with about half aged 50 or above.

Ventura exhibits higher than average levels of educational attainment. Roughly 2/3rds of adults 18 and over have gone to college and are split between those with a Bachelor's degree or higher (about 47% or 31% overall) and those with some college or an Associate's degree (about 53% or 35% overall). Twenty-one percent have not advanced academically beyond high school, and about 1 out of every 15 adults (around 91,000) did not finish high school. Half of those without diplomas are also non-native speakers of English (53% or 58,789).

Finally, about 140,661 adults live in or near poverty (21.6%), and 13.4% overall have one or more disabilities.

### **Unemployment**

The unemployment rate in Ventura has steadily declined since peaking at 14% in April 2020. Currently, it is 3.5% for the county. Santa Paula shows the highest unemployment rate within the county at 9.1% (about 1,300 of around 14,100 in the workforce). The number of unemployed adults in Santa Paula brings it remarkably close to rivaling its more populous neighbors, Ventura (1,700), Simi Valley (1,900), and Thousand Oaks (1,900), despite having labor forces around four times the size of Santa Paula's. Other areas of high unemployment include El Rio at 8.7% and Piru at 6.1%. Oxnard, the county's largest city, shows 4% unemployment, or about 3,900 of 98,500 in the labor force.

Adults identifying as Black/African-American had comparatively higher unemployment rates at 5.8%. Further, Black/African-Americans with less than a high school degree had significantly higher percentages of unemployment at 18.5% as compared to whites at ~4.1%. Black women without a high school diploma had the highest proportions of unemployment—nearly 27%.

### Labor Market Outlook

Between March 2021 and March 2022, the county saw an increase of 12,100 jobs. The majority of these jobs (94%) were in nonfarm-related sectors, specifically leisure and hospitality, information, health services, and government. The county's top five industry sectors with the highest employment projections are Health Care and Social Assistance; Government; Retail Trade; Agriculture, Forestry, Fishing and Hunting; and Accommodation and Food Services. The top five occupations with the most predicted job openings by 2028 are farmworkers and laborers, cashiers, personal care aides, food preparers and food serving workers, and retail salespersons. The median annual wage for those top five occupations ranges from approximately \$25,000 to \$29,000. By 2025, the projected hiring need for home health and personal care aides will be 2,661, with median hourly earnings of \$15.

### Contributions by Entities \*

VCAEC Member agencies participated in multiple facilitated planning sessions and engaged in data collection and information gathering from students, faculty, staff, and regional employment and community partners, including regional libraries, Goodwill Industries, and the Ventura County Workforce Development Board. Stakeholder contributions were reviewed and evaluated and helped inform the vision and strategies identified in this three-year plan.

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*Note: In the Participants by Member Agency and Program Area Table that follows, data for EL Civics reflect counts of students who have completed an EL Civics course or COAAP milestone (AE 411), except data for Santa Paula, which was self-reported. Additionally, counts for Ventura Adult and Continuing Education include enrollments from the main campus and the Todd Road Jail. For Conejo Valley, the number of participants in CTE was drawn from local data stores. Otherwise, data are drawn from the CCCC LaunchBoard Adult Education Pipeline for the 2020-2021 academic year.*

## 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-Apprenticeship |
| <b>*Conejo Valley Unified</b>           | Member Representative | 101                                    | 136         | 418         | 191        | 0          | 94          | 304            | 0                 | 0                  |
| <b>*Fillmore Unified</b>                | Member Representative | 71                                     | 50          | 72          | 0          | 0          | 0           | 48             | 0                 | 0                  |
| <b>*Moorpark Unified</b>                | Member Representative | 10                                     | 15          | 41          | 0          | 0          | 0           | 0              | 0                 | 0                  |
| <b>*Ojai Unified</b>                    | Member Representative | 11                                     | 14          | 20          | 0          | 0          | 0           | 0              | 0                 | 0                  |
| <b>*Oxnard Union High</b>               | Member Representative | 24                                     | 813         | 902         | 488        | 0          | 0           | 170            | 0                 | 0                  |
| <b>*Santa Paula Unified</b>             | Member Representative | 23                                     | 26          | 96          | 2          | 0          | 0           | 0              | 0                 | 0                  |
| <b>*Simi Valley Unified</b>             | Member Representative | 0                                      | 87          | 218         | 151        | 0          | 0           | 819            | 0                 | 0                  |
| <b>*Ventura Co. Office of Education</b> | Member Representative | 0                                      | 0           | 0           | 0          | 0          | 0           | 12             | 0                 | 0                  |
| <b>*Ventura County CCD</b>              | Member Representative | 0                                      | 43          | 176         | 0          | 23         | 0           | 479            | 144               | 0                  |
| <b>*Ventura Unified</b>                 | Member Representative | 399                                    | 399         | 187         | 116        | 177        | 0           | 248            | 188               | 0                  |
| <b>Total Participants</b>               |                       | <b>639</b>                             | <b>1583</b> | <b>2130</b> | <b>948</b> | <b>200</b> | <b>94</b>   | <b>2080</b>    | <b>332</b>        | <b>0</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 |
| America's Job Center of California              | Community Organization | ✓  | ×   | ✓   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| CalWorks  | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| City of Camarillo - Public Library              | Community Organization | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Conejo Valley Unified School District           | Community Organization | ×  | ×   | ×   | ×         | ×   | ✓           | ×              | ×                 | ×                  |
| CA Department of Rehabilitation                 | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| East County American's Job Center of California | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Fillmore Unified School District                | Community Organization | ×  | ✓   | ✓   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Frontier High School                            | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Goodwill Central Coast                          | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Haas Incorporation                              | Business               | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Moorpark Unified School District                | Community Organization | ✓  | ✓   | ✓   | ×         | ×   | ✓           | ✓              | ✓                 | ×                  |
| National Alliance on Mental Illness-NAMI        | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |

| Provider Name                                 | Provider Type              | Program Area Where Services Are Provided |     |     |           |     |             |                |                   |                    |
|---|----------------------------|--|-----|-----|-----------|-----|-------------|----------------|-------------------|--------------------|
|   |                            | ABE                                      | ASE | ESL | EL Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| Ocean View School District                    | Community Organization     | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| Our Lady of Guadalupe Church                  | Philanthropic Organization | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| Oxnard Elementary School District             | Community Organization     | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| Oxnard Housing Authority                      | Community Organization     | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| Housing Development - Rancho Sespe Farmworker | Community Organization     | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| Rio School District                           | Community Organization     | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| Rotary Club of Simi Valley                    | Philanthropic Organization | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Santa Paula Unified School District           | Community Organization     | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Simi Valley Chamber of Commerce               | Business                   | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Simi Valley Unified School District           | Community Organization     | ✓  | ✓   | ×   | ×         | ×   | ×           | ×              | ×                 | ×                  |
| SkillUp Coalition                             | Business                   | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Strong Workforce Apprenticeship Group         | Community Organization     | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ×                 | ×                  |



| Provider Name                         | Provider Type          | Program Area Where Services Are Provided |     |     |           |     |             |                |                   |                    |
|---------------------------------------|------------------------|--|-----|-----|-----------|-----|-------------|----------------|-------------------|--------------------|
|                                       |                        | ABE                                      | ASE | ESL | EL Civics | AWD | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| The Arc Community Integration         | Community Organization | ×  | ×   | ×   | ×         | ✓   | ×           | ×              | ×                 | ×                  |
| Todd Road Jail - Ventura County       | Community Organization | ✓  | ✓   | ✓   | ×         | ×   | ×           | ✓              | ✓                 | ×                  |
| Ventura Avenue Adult Center           | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Ventura County Library                | Community Organization | ×  | ✓   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Ventura Unified School District       | Community Organization | ×  | ×   | ✓   | ×         | ×   | ✓           | ×              | ✓                 | ×                  |
| Ventura Housing Authority             | Business               | ×  | ×   | ✓   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| West Ventura County Business Alliance | Community Organization | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ✓                 | ×                  |

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

In 2020–2021, the VCAEC served approximately 8,000 adults. 68% or about 5,400 became "participants," achieving 12 hours of instructional contact time. Three thousand received supportive services; of these, about 70% eventually enrolled in one or more adult education programs. 50% were between the ages of 19 and 24, 72% were Hispanic, and most (65%) were female. While students faced numerous barriers, the most significant were Low Literacy (71% or 5,692 or 8,017), Low Income (45% or 3,636), and English Language Proficiency (38% or 3,015).

Enrollments in CAEP programs generally reflected the region's demographics with a few notable exceptions, particularly among Asians with low English language proficiency, Hispanics with less than an HSD/HSE, and men overall ([See comparison tables here](#)).

Still, consortium agencies only enroll about 2% of the population needing a high school diploma or equivalent and limited English language skills, respectively, and between 8% and 14% of those needing short-term career training. Of these populations, English language learners appear to have been impacted most by the COVID epidemic, with enrollments dropping by half between 2019-20 and 2020-21.

Agencies have taken the past two years to develop or improve their capacity to provide programs and services via virtual, hybrid, and distance learning approaches. These efforts have positively affected persistence and students' feelings about their programs. Over the next three years, consortium agencies will draw upon lessons learned and input from students and other

stakeholders on ways to grow their programs, retain students, and minimize barriers to access and success, particularly among English language learners. To this end, a core focus of the next cycle will be on increasing digital literacy and refining approaches to delivering programs and services and developing agencies' cultural literacy, aiming to improve outreach and ensure positive learning environments for all learners. Likewise, the consortium will continue to evaluate the effectiveness and quality of its collaboration with community partners and the input provided by faculty, staff, and students.

## 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.

#### Adult Ed Metrics

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

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

#### Adult Ed Metrics

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

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

#### Adult Ed Metrics

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

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

### Consortium Level Metric Targets

\* Mandatory for all consortia

| Metric Set       | Metric                                       | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------------|--|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All              | * Number of Adults Served (AE 200 - Overall) | 11,751             | 8,017              | 10,155             | 8,418             | 8,839             | 9,281             |
| Student Barriers | Low Literacy (AE 311 - Overall)              | 8,748              | 5,692              | 6,912              | 5,977             | 6,276             | 6,590             |

### Member Level Metric Targets

\* Mandatory for all members

## Conejo Valley Unified (Reported by Conejo Valley Adult School)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 1,071              | 579                | 1,072              | 644               | 719               | 803               |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     | 42                 | 35                 | 31                 | 43                | 55                | 67                |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     | 35                 | 31                 | 18                 | 40                | 50                | 62                |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 228                | 89                 | 209                | 112               | 141               | 176               |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 669                | 191                | 439                | 240               | 300               | 375               |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 13                 | 20                 | 18                 | 26                | 33                | 41                |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 22                 | 17                 | 22                 | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) |                    | 10                 |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 37                 | 45                 |                    | 48                | 59                | 74                |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 97                 | 41                 |                    | 100               | 103               | 106               |

### Fillmore Unified (Reported by Fillmore Unified School District)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 303                | 154                | 116                | 190               | 238               | 297               |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     | 15                 | 0                  |                    | 20                | 25                | 31                |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     |                    | 0                  |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 41                 | 0                  |                    | 52                | 66                | 85                |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     |                    | 0                  | 0                  | 0                 | 0                 | 0                 |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) |                    | 0                  | 0                  | 0                 | 0                 | 0                 |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    | 0                  | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) |                    | 0                  |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 45                 | 12                 |                    | 58                | 72                | 90                |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 46                 | 25                 |                    | 59                | 73                | 92                |

**Moorpark Unified (Reported by Moorpark Unified School District (MUSD))**

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 77                 | 55                 | 93                 | 68                | 84                | 105               |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 14                 |                    | 21                 | 19                | 23                | 29                |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 0                  | 0                  | 0                  | 0                 | 0                 | 0                 |



| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | 0                  | 0                  |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 0                  |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 13                 |                    |                    | 18                | 22                | 27                |

## Ojai Unified (Reported by Ojai USD)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 23                 | 31                 | 77                 | 39                | 48                | 61                |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 0                  |                    |                    | 0                 | 0                 | 0                 |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            |                    |                    |                    | 0                 | 0                 | 0                 |

**Oxnard Union High (Reported by Oxnard Union High School District (OUHSD))**

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 2,724              | 1,636              | 2,282              | 2,045             | 2,556             | 3,195             |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     | 202                | 167                | 212                | 210               | 262               | 328               |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 733                | 299                | 428                | 372               | 462               | 574               |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 1,020              | 489                | 897                | 611               | 764               | 955               |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 105                | 89                 | 150                | 112               | 141               | 176               |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 441                | 110                | 241                | 49                | 61                | 76                |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | 39                 | 43                 |                    | 50                | 62                | 78                |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 151                | 91                 |                    | 190               | 238               | 297               |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 123                | 136                |                    | 155               | 194               | 242               |

### Santa Paula Unified (Reported by Santa Paula Unified School District)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 196                | 96                 | 115                | 111               | 127               | 145               |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 68                 | 19                 | 42                 | 25                | 31                | 39                |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 0                  |                    | 0                  | 0                 | 0                 | 0                 |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 0                  |                    | 0                  | 0                 | 0                 | 0                 |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 0                  | 0                  | 0                  | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | 0                  |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 15                 | 22                 |                    | 20                | 24                | 30                |

## Simi Valley Unified (Reported by Simi Institute for Careers and Education)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 1,984              | 1,111              | 1,657              | 1,618             | 1,698             | 1,783             |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    | 12                 | 4                 | 5                 | 6                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     | 41                 | 23                 | 39                 | 35                | 37                | 39                |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 221                | 98                 | 175                | 173               | 182               | 191               |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 308                | 151                | 262                | 214               | 225               | 236               |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 29                 | 35                 | 46                 | 28                | 30                | 32                |



| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 664                | 463                | 474                | 215               | 226               | 237               |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | 24                 |                    |                    | 27                | 29                | 31                |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 43                 | 23                 |                    | 36                | 38                | 40                |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 24                 |                    |                    | 25                | 25                | 25                |

## Ventura Co. Office of Education (No reporting institution)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            |                    |                    |                    | 25                | 50                | 75                |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            |                    |                    |                    | 0                 | 0                 | 0                 |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            |                    |                    |                    | 0                 | 0                 | 0                 |

## Ventura County CCD (Reported by Ventura District)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 456                | 715                | 929                | 786               | 864               | 950               |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 76                 | 35                 | 39                 | 35                | 35                | 35                |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 10                 | 16                 | 20                 | 16                | 16                | 16                |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |

| Metric Set        | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| <b>Success</b>    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 45                 | 136                | 99                 | 67                | 37                | 67                |
| <b>Transition</b> | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | 21                 | 37                 |                    | 21                | 21                | 21                |
| <b>Transition</b> | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 27                 | 40                 |                    | 27                | 27                | 27                |
| <b>Transition</b> | Participants with Transition to ASE (AE 500 - Overall)                            | 10                 |                    |                    | 10                | 10                | 10                |

## Ventura Unified (Reported by Ventura Adult &amp; Continuing Education)

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All        | *Adults who Became Participants (AE 202 - Overall)                            | 1,404              | 1,098              | 1,111              | 1,289             | 1,353             | 1,421             |
| Progress   | Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)     | 91                 | 130                | 93                 | 90                | 95                | 100               |
| Progress   | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)     | 85                 | 111                | 125                | 148               | 155               | 162               |
| Progress   | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)     | 165                | 82                 | 99                 | 80                | 90                | 95                |
| Progress   | Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)     | 230                | 116                | 184                | 130               | 136               | 142               |
| Success    | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall) | 61                 | 72                 | 86                 | 88                | 97                | 105               |

| Metric Set | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| Success    | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 253                | 154                | 97                 | 63                | 66                | 69                |
| Transition | Participants with Transition to Postsecondary (credit college) (AE 637 - Overall) | 31                 | 38                 |                    | 0                 | 0                 | 0                 |
| Transition | Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)            | 91                 | 85                 |                    | 129               | 135               | 142               |
| Transition | Participants with Transition to ASE (AE 500 - Overall)                            | 42                 | 23                 |                    | 40                | 42                | 44                |

### 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 |
|-----------------------|--|--|--|----------------|----------------|----------------|
| Conejo Valley Unified | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |
| Fillmore Unified      | 100%                                     | 100%                                     | 80%                                      | 60%            | 60%            | 60%            |
| Moorpark Unified      | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |
| Ojai Unified          | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |
| Oxnard Union High     | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |
| Santa Paula Unified   | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |



| 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 |
|---------------------|--|--|--|----------------|----------------|----------------|
| Simi Valley Unified | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |
| Ventura Unified     | 100%                                     | 100%                                     | 100%                                     | 60%            | 60%            | 60%            |

## Objectives

### Address Educational Needs

#### Description of Objective \*

The VCAEC will continue to explore ways to minimize gaps in services and maximize available resources to meet regional needs and gaps, particularly those revealed or exacerbated by the COVID-19 pandemic.

#### Gaps in Service

In addition to the activities identified in the Activities and Outcomes section, VCAEC agencies will engage in the following:

1. Continue or expand services in all allowable CAEP programs in accordance with regional needs and available resources
2. Hold monthly board meetings to share best and promising practices, evaluate progress and performance, and discuss emergent issues
3. Continue to engage with the WDB and other community partners
4. Facilitate consortium data team and conduct quarterly data reviews to improve data quality and consistency in reporting
5. Conduct quarterly checks of financial reporting data from NOVA
6. Continue to provide online/hybrid learning options

#### Leveraging Resources

In addition to items identified in the Activities & Outcomes section, VCAEC agencies will pursue the following activities designed to maximize available resources to address the education and workforce training needs within Ventura County:

1. Participate in and support grant programs provided by WDBVC to enhance student learning opportunities, such as the WIOA Youth Grant and the Disability Employment Navigator Programs.
2. VCAEC will invite Ventura County partners to participate in VCAEC monthly meetings, including representatives from the Library System, Workforce Development Board, and the Economic Development Collaborative of Ventura County.
3. Hold monthly board meetings to share best and promising practices, evaluate progress and performance, and discuss emergent issues.
4. Continue to serve as a voting member of the WDBVC, for a second 3-year term, representing all adult education regional programs

### Improve Integration of Services & Transitions

#### Description of Objective \*

The VCAEC is committed to accelerating student progress toward their academic and professional goals and facilitating successful transitions across segments and into the workforce. In addition to initiatives identified in the Activities & Outcomes section, activities to ease or accelerate student transition into postsecondary or the workforce include the following:

1. Facilitate consortium data team and conduct quarterly data reviews to improve consistency in reporting
2. Provide supportive services, including opportunities to explore programs across partner agencies

3. Continued coordination with AJCC and other partner agencies
4. Strengthening student referrals
5. Improving students' awareness of programs and job opportunities
6. Conducting program alignment activities and sharing best practices to mitigate student barriers and encourage transition

## Improve Effectiveness of Services

### Description of Objective \*

The VCAEC is committed to ensuring program growth and continuous improvement. To this end, in addition to initiatives identified in the Activities and Outcomes section, the VCAEC will engage in the following:

1. Support professional development for faculty and staff across all CAEP program areas
2. Continue to convene to discuss emerging issues and share best practices
3. Continue to participate in CAEP-led professional development activities as well as webinars or training by OTAN, CASAS, or others
4. Continue to monitor regional labor market needs and remain current with what is needed by employers in high-demand industry sectors
5. Attend Industry Sector meetings provided by WDBVC
6. Increase student persistence and retention.
7. Decreasing the number of students with less than 12 hours in instruction.
8. For WIOA agencies (Conejo Valley, Oxnard, Simi Valley, and Ventura Adult School), continue to implement and revise their Continuous Improvement Plans (CIP)
9. Facilitate consortium data team and conduct quarterly data reviews to improve consistency in reporting

## Activities & Outcomes

### Activity Name \*

1.1 Expand online/hybrid/distance learning

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

Continue to refine or increase virtual or distance learning opportunities in ABE/ASE, ESL, AWD, and CTE. Also includes activities related to flexibility in scheduling and equipping students with resources needed to successfully complete.

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

- Increased access to programs & services
- Students enroll in new or enhanced online / hybrid courses, as well as offsite programs in ESL
- Offer 1-3 adult education offerings through VCOE Career Education Center (to increase opportunities of both geography and types of training available)

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

- More students enroll in AE programs
- Increased persistence and completion rates

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

- Students face fewer barriers to academic and professional goals.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - 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: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Carolyn Vang-Walker        |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Sean Abajian               |

**Activity Name \***

1.2 Shared marketing / targeted outreach

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Establish a marketing committee to explore ways to share effective practices, and coordinate and expand marketing efforts county-wide, including consideration of securing a marketing firm to support these efforts. This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priority of **Marketing**.

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

- The marketing committee established an outreach approach clarified

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

- Marketing resources developed and plan implemented

- Students & other stakeholders express greater awareness of program & service offerings
- Increases in enrollment among underserved communities

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

- More students from underserved communities improve English language skills, earn HSD/HSEs, and industry-valued certifications
- Increased collaboration / referral among community partners

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Cynthia Herrera            |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Activity Name \***

1.3 Increase course offerings

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Increase the number & types of courses offered based on community need / demand.

This activity aligns with the AB104 Objective of **Gaps in Services** and the CAEP State Priority of **Learner Transition**.

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

- Moorpark develops paraeducator training program
- SICE completes temporary space & pre-apprenticeship program
- Oxnard establishes ESL courses offsite at Rio, Oxnard, and Oceanview elementary schools

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

- Ojai develops and implements courses in life skills & culinary
- VACE develops and implements Vet Tech program, expands ESL/ABE/ASE offerings for adults on elementary and middle school campuses, extends TRJ Food Service & Hospitality to female inmates
- SICE completes site for construction trade program

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

- More students enroll and successfully complete programs

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Cynthia Herrera            |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Activity Name \***

1.4 Support Digital Upskilling Initiative

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Coordinate with the EDC to support curriculum development/implementation related to the Digital Upskilling grant. This activity aligns with AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Program Development / Curriculum / Classroom & Technology and Distance Learning**

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

- Assist in identifying competencies and available curricula

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

- Develop or implement digital upskilling course(s) if tapped to do so

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

- Students are equipped to use technology to advance their personal and professional goals

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Cynthia Herrera            |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Activity Name \***

1.5 Increase enrollment in Santa Paula / Fillmore

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Coordinate across agencies to buttress or build capacity and increase student enrollment or success in Santa Paula / Fillmore area. This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Program Development / Curriculum / Classroom**.

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

- Convene planning group to evaluate develop ideas or plans to support program expansion and success

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

- Plans to increase student enrollment and capacity are implemented
- More students earn HSD/HSEs, demonstrate gains in English language proficiency

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

- Students face fewer barriers to academic and professional goals
- Students expand ideas about career paths available

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |



| Name              |
|-------------------|
| Cynthia Herrera   |
| Laurel Lary       |
| Leticia Carabajal |
| Mike Sanders      |
| Robin Gillette    |
| Sean Abajian      |

**Activity Name \***

2.1 Improve academic or career-planning supports

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Improve or expand academic or career-planning supports & transitions. Extend individualized education / career planning to all students regardless of program area and increase coordination and referrals to partners and employers.

This activity aligns with the AB104 Objective of **Acceleration** and the CAEP State Priority of **Learner Transition**.

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

- Bridge program between SICE and Moorpark College established
- Oxnard College counselor embedded onsite at Oxnard AE
- VACE creates plans and templates for facilitating and tracking student transitions
- CTE Site visit provided at VACE HSD College and Career Course
- Establish mechanism to inform students of other program offerings

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

- More students participate in counseling services and transition into CC or other program areas
- Agencies have implemented one strategy to promote programs with existing students

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

- Student tracking and retention are improved
- Tracking systems are scalable
- Students are more knowledgeable of the array of programs and services available to them

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

### Responsible person(s)

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Cynthia Herrera            |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

### Activity Name \*

2.2 Expand IET/IELCE Learning Opportunities

### Objective that Applies to this Activity

Improve Integration of Services & Transitions

### Brief Description of Activity \*

Create or expand IET / IELCE offerings region-wide.

This activity aligns with the AB104 Objective of **Acceleration** and the CAEP State Priority of **Learner Transition**.

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

- Conejo expands IET/IELCE in medical
- Moorpark researches IELCE for C&C
- SICE increases marketing for IET/IELCE for General Office Clerk and Machine Technology
- VACE implements landscaping and custodial at Todd Road Jail

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

- More students enroll in IET/IELCE region-wide
- Ojai begins exploring IET/IELCE, leverages lessons learned from member implementations

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

- Students are better prepared to enter the workforce
- Students face fewer barriers to success

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Activity Name \***

3.1 Expand staff professional development

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Provide staff / faculty with professional development opportunities. this activity aligns with AB104 Objective of **Professional Development** and the CAEP State Priorities of **Program Evaluation**.

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

- Discuss findings from the survey of faculty/staff and develop plan for collaborative PD

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

- PD calendars & activities are aligned with districts
- 1 to 3 collaborative PD sessions held
- Hold at least one job-alike convening

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

- Faculty / staff skills are improved
- Increased collaboration and knowledge-sharing among agencies

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Cynthia Herrera            |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Activity Name \***

3.2 Increase cultural awareness and diversity

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Facilitate or encourage practices designed to help improve knowledge of implicit bias and activities / practices to create more inclusive environments, Additionally, seek out opportunities to increase diversity of faculty / staff.

this activity aligns with AB104 Objective of **Gaps in Services** and the CAEP State Priority of **Equity**.

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

- Identify avenues for professional development around implicit bias

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

- Workshops or trainings are delivered
- Faculty/staff are more aware of how implicit bias informs perspectives and practice
- Faculty/staff improve cultural competency and adapt practices / policies to help promote access and equity

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

- Learning environments are more inclusive
- Students feel more welcome on campus and in the classroom

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Cynthia Herrera            |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Activity Name \***

3.3 Improve Data Collection and Analysis

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Increase paired pre and post-test scores and develop an annual student survey (or equate existing surveys) to better understand students' experiences consortium-wide. This activity aligns with the AB104 Objective of **Student Acceleration** and the CAEP State Priority of **Program Evaluation**.

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

- Establish baselines and targets by agency for pre- and post-test scores & develop strategies for tracking and improving outcomes
- Adapt consortium survey or equate local surveys for consortium-wide implementation

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

- Pre- and post-test numbers increase
- Administer consortium survey and analyze results, and develop initiatives based on lessons learned

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

- Member agencies are more coordinated in their use of data for program planning and improvement
- Students' perspectives are better reflected in agency practices
- Students feel more welcome and are retained and complete programs in greater numbers

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

| Name                       |
|----------------------------|
| Alan Penner                |
| Alexandra Mejia-Holdsworth |
| Amber Henrey               |
| Carolyn Vang-Walker        |
| Laurel Lary                |
| Leticia Carabajal          |
| Mike Sanders               |
| Robin Gillette             |
| Sean Abajian               |

**Funds Evaluation**

**Member Allocations and Expenditures**

| Member Agency  | Prior Year Total Leveraged Funds | Program Reporting Status |
|--|----------------------------------|--------------------------|
| <a href="#">Conejo Valley Unified</a>                      | \$2,038,893                      | Certified                |
| <a href="#">Fillmore Unified</a>                           | \$457,084                        | Certified                |
| <a href="#">Moorpark Unified</a>                           | \$249,765                        | Certified                |
| <a href="#">Ojai Unified</a>                               | \$46,370                         | Certified                |
| <a href="#">Oxnard Union High</a>                          | \$3,998,759                      | Certified                |
| <a href="#">Santa Paula Unified</a>                        | \$387,328                        | Certified                |
| <a href="#">Simi Valley Unified</a>                        | \$5,500,316                      | Certified                |
| <a href="#">Ventura Co. Office of Education (Optional)</a> | \$0                              | Certified                |
| <a href="#">Ventura County CCD (Optional)</a>              | \$0                              | Draft                    |
| <a href="#">Ventura Unified</a>                            | \$4,781,892                      | Certified                |
| <b>Totals</b>  | <b>\$17,460,407</b>              | <b>9/10 Certified</b>    |

#### Funds Evaluation \*

CAEP funds will be allocated to member agencies in accordance with the requirements of AB104 and member performance. Conejo Valley, Oxnard, Simi Valley Institute, and Ventura Adult and Continuing Education will continue to leverage WIOA II funds to maximize the levels and types of programs and services available to support adult education. In varying degrees, supplemental funds from LCFF, CalWORKS, fees, or other grants will augment existing resources available to member agencies. Overall, CAEP dollars are estimated to comprise approximately 70% of the VCAEC's funding. Member agencies do and will continue to seek out opportunities to diversify funding sources, build economies of scale, and leverage regional resources where possible.

## Certification

### Conejo Valley Unified - Member Representative

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#### Michael Sanders

Principal

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Approved by Mike Sanders

08/10/2023 10:57 AM PDT

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**Andrea McNeill**

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08/10/2023 03:15 PM PDT

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08/10/2023 02:46 PM PDT

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08/10/2023 02:24 PM PDT

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08/10/2023 03:18 PM PDT

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08/10/2023 02:18 PM PDT

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08/10/2023 10:39 AM PDT

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Approved by Cynthia Herrera

08/10/2023 10:57 AM PDT

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Approved by Carolyn Vang-Walker

08/10/2023 01:09 PM PDT



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