

67 West Hills College Consortium: Certified

Details

Consortium Information

Consortium Name:

67 West Hills College Consortium

Consortium Short Name:

67 West Hills

Address:

9900 Cody St. | Coalinga, CA | 93210

Website:

<http://www.westhillscollge.com/district/grants/ab86/>

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$1,249,287

CAEP Funds 2021-22:

\$1,186,070

CAEP Funds 2020-21:

\$1,139,902



Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Cecilio Mora	ceciliomora@whccd.edu	Director of Speical Grants	(559) 934-2430
Fiscal Contact	Anna Martinez	annamartinez3@whccd.edu	Grants Accounting Specialist	(559) 934-2397
Primary Contact	Kelly Cooper	kellycooper@whccd.edu	Vice Chancellor	(559) 670-0352

Member Agencies

Member Agency	Member Type	Contact	Phone
Armona Union Elementary	Elementary School District	Laurie Blue	(559) 583-5060
Coalinga-Huron Unified	Unified School District	Desmond Agbontaen	(559) 935-7500 ext: 12503
Firebaugh-Las Deltas Unified	Unified School District	Terry Anderson	(559) 659-3899
Golden Plains Unified	Unified School District	Joe Trejo	(559) 977-1874
Lemoore Union High	High School District	Chuck Gent	(559) 924-6610 ext: 1202
Mendota Unified	Unified School District	Rebecca Gamez	(559) 655-4412
Reef-Sunset Unified	Unified School District	Jicela Soto	(559) 386-9083 ext: 1012
Riverdale Joint Unified	Unified School District	n/a	
West Hills CCD	District	Cecilio Mora	(559) 934-2430
West Hills College Coalinga	College	Justin Garcia Psy.D.	(559) 934-2172
West Hills College Lemoore	College	Kurt Sterling Ed.D.	(559) 925-3738
Kings Co. Office of Education	County Office of Education (COE)	n/a	

Executive Summary

Executive Summary *

The West Hills Adult Education Consortium (WHAEC) spans across 3,464 square miles on the west side of the Central San Joaquin Valley. This region is a very rural agricultural section of the Central Valley and includes the western portion of Fresno County and the northwest portion of Kings County. Diversity within this large region dictates diverse levels of programming to address dissimilar challenges as varied needs, strengths, and educational levels of each area vary drastically across the WHAEC service area. This three-year plan focuses on improving the delivery of services, and performance outcomes, and strengthening and expanding career pathways. The WHAEC will continue to enhance and expand educational programs and increase the program course offerings through increased partnerships with educational institutions, workforce development organizations, National Farmworker Job Program, High School Equivalency Program, employers, and community members with an emphasis on student persistence, completion, and success. During the fiscal years 2021-2022, the WHAEC experienced a decrease in enrollments due to the Covid 19 Pandemic. WHAEC members resumed their adult education classes in person to grow their enrollments. Based on 3rd quarter California Adult Education Program (CAEP) enrollments, 1,442 students were served. The goal of the WHAEC is to increase the program enrollment and English as a Second Language (ESL), High School Diploma (HSD)/High School Equivalency (HSE) completion by 5% per fiscal year.

Over the past years, consortium members have recognized the need to demonstrate a high standard of instructional results, and members continue to implement innovative ideas to improve the adult education services. This motivated members to increase their standards by targeting WASC Accreditation. This year, Firebaugh Las Deltas Unified School District and Reef Sunset Unified School District received their WASC accreditation for another five years. In addition, members plan to implement the necessary technology to continue to improve the delivery of adult education classes.

The WHAEC's priority is to address the academic needs of the adult students in the region and provide the necessary courses to equip the students with the required skills to succeed in the workforce. WHAEC's goal is for CAEP members to continue to offer ESL/Citizenship, HSD/HSE, and short-term Career Technical Education (CTE). Two members will continue to offer HSE courses at five sites in the region and two online classes. Adult Basic Education (ABE) is combined with diploma classes in some instances to address the gaps and secure attainment of an HSD/HSE.

WHAEC members will continue to expand their CTE training, which includes basic computer skills, forklift certifications, truck driving, welding technology, construction trades, CPR/Health Care, industrial maintenance technology, manufacturing, office technology, agricultural mechanics, HVAC, green energy, and residential electrical to meet labor market demand in the service area.

West Hills College Coalinga (WHCC) and West Hills College Lemoore (WHCL) will continue to offer Non-Credit ESL Certificates of Achievement, which will provide a pathway into advanced CTE and/or College Academic degree programs. WHAEC college members are equipped with Pathway Navigators to assist students in the transition to post-secondary education.

WHAEC members will continue to work closely with consortium staff to provide student entry records, updates, and attendance to track enrollments and demographic information into the CASAS TOPSpro database or MIS as mandated by the State CAEP office.

Assessment

Overview and Preparation *

The WHAEC conducted four pre-planning assessments in preparation for addressing the needs of our region in this Three-Year Plan.

- First assessment, WHAEC implemented the Student-Centered Design (SCD) in 2019 in an effort to assess the immediate need of the adult learners and identified the services from partner agencies that were needed to improve student success. WHCC and WHCL, Golden Plains Unified School District, and the High School Equivalency Program (HEP) partner agency participated in monthly meetings to identify the needs of the High School Equivalency learners and the required collaboration of services. The SCD process demonstrated the need for improved collaboration in split funding of the HSE courses and this implementation led to opportunities to leverage funding for supportive services, and transitional services. In addition, the braiding of funding assisted in the improvement of the HSE completion rate by 30.7% in 2019-20 and 25% in 2020-21 based on 39 (initial value) HSE completers in 2018-19.
- Second assessment, the CAEP Program Quality Assessment completed by WHAEC members during meetings, revealed the need for transitional services in post-secondary education and the creation of pathways. The K-12 members expressed the need for college pathways navigators to assist adult learners in transitioning to college.
- Third assessment, WHAEC conducted an Adult Education Needs Survey, we received 98 responses from community residents, students, and employers from the region. Based on the survey, the top three adult education academic needs are ESL/Citizenship courses at 73%, HSE/HSD courses at 63%, and CTE short-term courses at 53%.
- Fourth assessment, WHAEC conducted a community forum in Avenal Adult School. The top three adult education academic needs were ESL/Citizenship courses, HSE/HSD courses, and CTE short-term courses. Participants expressed that

they would like to see more CTE-short term courses being offered in Avenal Adults School and greater collaboration with WHCC and WHCL.

- Fifth assessment, WHAEC director reviewed TOPSpro and Adult Education Pipeline student enrollment, and completion data. These data sets will assist members to plan accordingly to meet their metrics targets for the next three years.

Although the WHAEC region covers a large landmass with varied needs, strengths, and educational requirements, the WHAEC leadership team has maintained consistent, effective, and relevant communication among its members and partners. Our current WHAEC board meets an average of once per month and is engaged to ensure each of the educational areas in this vast region is well represented.

Regional Alignment and Priorities *

Members of the consortium will continue to collaborate on program implementation, development of career pathways, and industry sector strategies with a variety of partners, including regional partner organizations, the National Farmworker Job Program, High School Equivalency Program, Kings County Job Training Office, and Fresno County Workforce Investment Board.

The WHAEC and WIOA San Joaquin Valley and Associated Counties (SJVAC) regional planning aligns to offer courses in-demand industry sectors for the consortium region.

The SJVAC Regional Workforce Development partners selected the following sectors as priorities:

- Advanced manufacturing
- Construction (including public infrastructure)
- Energy (including green energy)
- Healthcare
- Transportation and logistics
- Agriculture

The Kings County Job Training Office has a WIOA One-Stop center in Hanford, CA and it serves the northwest portion of Kings County. The Fresno Regional Workforce Connection has a Workforce Connection Office in Mendota, CA that serves the western portion of Fresno County. The WIOA centers in the region provide a full array of workforce services to eligible participants. In addition, WHCC, WHCL, and Firebaugh Center have Adult Resource Centers to assist students with career exploration, training services, and job search.

Evaluate the Educational Needs of Adults in the Region *

The WHAEC serves an agricultural community in the rural sparsely populated mid-western area of the Central Valley. WHAEC members include Reef Sunset Unified School District, Firebaugh Las Deltas Unified School District, Coalinga-Huron Unified School District, Mendota Unified School District, Golden Plains Unified School District, Lemoore Union High School District, West Hills College Lemoore, and West Hills College Coalinga. Agriculture is the primary economy, with a large number of government jobs presenting economic opportunities. WHAEC is located in a very rural section of the central valley, the region is a primarily Hispanic minority-majority area. Much of this Hispanic population is immigrant and most have limited English. This agricultural-based economy commonly has low educational attainment levels and a great need for a variety of adult education services.

This region has a high population of Hispanics employed in agriculture-related jobs that only require minimal academics and low to medium skill levels. The following includes some data to demonstrate the service area need:

According to American Community Survey 2020 Demographic Data, Hispanics/Latinos make up 61.5% of the 89,043 population in the region. The proportion of service area residents without a high school diploma is 30.19% or 26,810 almost twice the state's percentage of 17.3%. The English language ability is less than well of residents in the region is 35% or 15,639 as compared to the state's percentage of 22%. The proportion of the service area population possessing a Bachelor's degree is 12.1%, less than three times the state's percentage of 33.2%. Languages spoken in the home are 45.6% Spanish and 49.5% English, other languages such as Tagalog, Portuguese, Punjabi, Filipino, Cebuano, and French are under 1%

These statistics demonstrate the need to address the lack of education for Spanish and English-speaking adult learners in this region. As Hispanics make up the majority of the rural population, the group has been identified as "in high need of assistance" with most having limited English language, experiencing educational barriers, and commonly are identified as having low employment skills. WHAEC will continue to address these needs by providing English as a Second Language, High School Equivalency, and Citizenship courses as well as Career Technical Education (CTE) courses to assist them in obtaining the advanced skills required for many agricultural mid-level related jobs and/or to encourage entrance into postsecondary education.

This region has historically been an underserved area with Hispanic immigrants traditionally holding most of the agricultural-related jobs. These jobs are typically seasonal, low-wage paying, and have low education and skills requirements. In addition, although agriculture has had to endure many challenges, they have succeeded by incorporating multiple new technologies. These technologies are now demanding additional education with increased content knowledge and skill-sets levels of their employees. The WHAEC will continue to address the educational demands through ESL, ABE, and HSD/HSE courses and is working with both colleges to address higher-level skills attainment.

The WHAEC will continue to offer ABE and ESL courses in all its service area communities. These courses are strategic by level and schedule based on individual location needs. The list of courses includes, but is not limited to Adult Basic Education, English as a Second Language, Workplace English, Literacy, Citizenship, Computer Technology, High School Diploma/HSE, Life Skills Courses, and Parenting Success. Courses will continue being offered in traditional and non-traditional schedules to best serve the population accordingly. All course completers are encouraged to continue taking additional academic and transition to post-secondary and/or to short-term Career CTE courses.

WHAEC members recognize the tremendous need for a variety of short-term CTE courses and pathways. The CTE plan is to offer computer basic skills, forklift certification, truck driving, welding technology, construction trades, CPR/Health Care, industrial maintenance technology, manufacturing, office technology, agricultural mechanics, HVAC, green energy, and residential electrical. These identified courses align with Central Valley/Mother Lodge Center of Excellence 2022 Labor Market Scan for Fresno and Kings counties.

Occupational sectors with the highest job demand in the WHAEC region:

- Health
- Business & Entrepreneurship
- Energy, Construction & Utilities
- Advanced Transportation & Logistics
- Education
- Agriculture
- Water & Environmental Technologies,
- Retail, Hospitality & Tourism
- ICT/Digital Media,
- Advanced Manufacturing, and Public Safety

Contributions by Entities *

The WHAEC invited the community residents, employers, partners, and CAEP members to contribute to the development of the CAEP Three-Year Plan. The WHAEC members participated in several planning meetings to discuss CAEP assessments, metrics, objectives, activities outcomes, and funds available. In addition, members shared their unique needs and the priority of CAEP services in their district's geophysical area. The CAEP members conducted in-person and online surveys on the following:

- Adult education courses recommendation in their communities.
- Short-term CTE training recommendations in their communities.
- Time recommendations for adult education courses.
- Days of the week recommended for adult education courses.
- Barriers preventing adult learners from accessing adult education courses.
- How adult learners are receiving courses marketing information.
- How can members better assist the community residents.

- What other adult education services would like to see offered in the community.
- Student, Community, and employers feedback was obtained from the open forum.

WHAEC and CAEP members collaborated to ensure surveys were disseminated to the students. In addition, the surveys were available in the service area community groups on Facebook.

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
*Coalinga-Huron Unified	Member Representative	0	0	37	0	0	0	30	0	0
*Firebaugh-Las Deltas Unified	Member Representative	0	45	115	0	0	0	0	0	0
*Golden Plains Unified	Member Representative	0	0	0	0	0	0	17	0	0
*Lemoore Union High	Member Representative	0	74	0	0	0	0	13	0	0
*Mendota Unified	Member Representative	0	50	36	0	0	0	46	0	0
*Reef-Sunset Unified	Member Representative	0	100	80	0	0	0	40	0	0
*West Hills CCD	Member Representative	0	0	0	0	0	0	0	0	0
*West Hills College Coalinga	Member Representative	0	210	77	0	0	0	21	0	0
*West Hills College Lemoore	Member Representative	0	160	120	0	150	0	21	0	0
Total Participants		0	639	465	0	150	0	188	0	0

* Member Agency required to input number of Participants

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

No Service Providers for this consortium.

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

The Kings County Job Training Office has a WIOA One-Stop center in Hanford, CA and it serves the northwest portion of Kings County. The Fresno Regional Workforce Connection has a Workforce Connection Office in Mendota, CA that serves the western portion of Fresno County. Both agencies provide services for vocational skills training in high job demand, on-the-job training, work experience, supportive services, and job placement. However, adult learners must meet the WIOA eligibility requirements to be eligible for any of these services.

The WHAEC members are planning to offer workplace readiness as part of their course selection and CTE courses will be offered in their service area to close any transportation and accessibility gaps. In addition, WHCC, WHCL, and Firebaugh Center have Adult Resource Centers/Career Centers to assist students with career exploration, training services, and job search.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - 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.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - 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 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	2,172	1,548		1,462	1,535	1,612
Student Barriers	English Language Learner (AE 305 - Overall)	934	459		481	506	531

Member Level Metric Targets

* Mandatory for all members

Coalinga-Huron Unified (Reported by Coalinga-Huron 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)	110	27		100	105	110
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				10	11	12

Firebaugh-Las Deltas Unified (Reported by Firebaugh-Las Deltas Unified School District (FLDUSD))

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)	161	108		160	168	176
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		17		15	16	17

Golden Plains Unified (Reported by Golden Plains 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)	89	45		100	105	110
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)		11		10	11	12

Lemoore Union High (Reported by Lemoore 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)	68	49		100	105	110
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	19	10		15	16	17

Mendota Unified (Reported by Mendota 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)	186	90		132	138	145
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				15	16	17

Reef-Sunset Unified (Reported by Reef-Sunset Unified School District (RSUSD))

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)	176	128		220	231	243
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10			15	16	17

West Hills CCD (Reported by West Hills 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)	968	879		0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	49	39		0	0	0

West Hills College Coalinga (Reported by West Hills College Coalinga)

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)	369	368		300	315	331
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10	10		30	32	34

West Hills College Lemoore (Reported by West Hills College Lemoore)

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)	338	406		350	378	397
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				15	16	17

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
Coalinga-Huron Unified	100%	100%	3%	80%	90%	100%
Firebaugh-Las Deltas Unified	100%	100%	3%	90%	100%	100%
Golden Plains Unified	100%	42%	0%	60%	80%	100%
Lemoore Union High	100%	100%	12%	80%	90%	100%
Mendota Unified	100%	100%	15%	90%	100%	100%
Reef-Sunset Unified	100%	100%	100%	100%	100%	100%
West Hills CCD	100%	100%	49%	90%	100%	100%
West Hills College Coalinga	100%	44%	0%	60%	80%	100%
West Hills College Lemoore	100%	51%	0%	60%	80%	100%

Objectives

Address Educational Needs

Description of Objective *

The WHAEC will address the educational needs of the service area by engaging in adult education activities that support closing gaps in services and that leverage resources.

Addressing Gaps in Services:

- Conduct a quarterly review of the student metric performance from MIS and TOPSpro reports.
- Conduct a quarterly review of NOVA fiscal reporting and available CAEP funds (FIFO Report).
- Conduct annual economic and workforce analysis to determine the labor market needs, and maintain alignment with the Regional Workforce Development Boards in the region.
- Continue to engage with local employers and apprenticeship representatives in the region.
- Continue to plan and create courses to meet labor demands and address students' academic needs.
- Continue to expand the transitional services in the service area.
- Progress Indicator - 5% annual increase in enrollments, ESL, and HSD/HSE completion.

Strategies for Leveraging of Resources:

- Maintain collaboration with WHCL and WHCC Strong Workforce Programs to identify pathway opportunities in the services area.
- Work with partner agencies to provide wrap-around services such as rent/utility assistance, food, transportation, child care, etc.

- Expand opportunities for apprenticeship and internship programs.
- Continue to engage CAEP members in the continuous improvement of services.
- Explore options to have the Pathways Navigators reach out to all CAEP program sites to support students with college transitional services.
- Maintain close collaboration with the local Workforce Development Boards.
- Expand opportunities to work with partner agencies and community organizations to obtain classroom space and other resources to provide CAEP courses in the service area.
- Continue to collaborate with the HEP Program (Federal Funded) to expand HSE courses in the service area.
- Continue to collaborate with the National Farmworker Job Program to expand the training, ESL, HSE, and work placement services in the service area.

Improve Integration of Services & Transitions

Description of Objective *

The following elements will improve the Effectiveness of Services and Transitions for the regional consortium:

- Increase the number of completions in programs for adult education students.
- Improve the process for students transitioning to postsecondary and the workforce.
- Implement activities and field trip opportunities at colleges or universities that educate students about career options.
- Create opportunities for diverse guest speakers from consortium members, employers, and other agencies.
- Enhance Pathways Navigators and Counselor engagement with students to maximize services.
- Review quarterly student transition data from consortium member agencies.
- Share curriculum between consortium members in order to enhance region-wide training/education.
- Share Open Education Resources books between consortium members to make books accessible to students at no cost.
- Coordinate course offerings between consortium members.
- Expand regional marketing efforts.
- Progress Indicator - 5% annual increase in enrollments, ESL, and HSD/HSE completion.

Student Acceleration Strategies:

To enhance Student Acceleration, WHAEC will implement the following activities in addition to others identified in other plan sections:

- Continue to involve school improvement committees annually to obtain problem-solving input as well as timely feedback on emerging matters.
- Continue efforts to align programs of study between consortium members and foster effective student transitions.
- Engage with Strong Workforce Program to establish additional programs of study to increase workforce transitions.
- Continue to offer college non-credit ESL Certificates of Achievement, which will provide a pathway into advanced CTE and/or college academic degree programs.
- Continue to refer college-ready students to meet with a college advisor to discuss further information on career options and for the development of the college educational plan.

Improve Effectiveness of Services

Description of Objective *

WHAEC will engage in strategic, flexible activities to support professional development and continuous improvement toward meeting the new and unknown needs amid enduring Covid-19 challenges, improving the effectiveness of services and transitions of the consortium.

Professional Development:

- Provide professional development to CAEP staff on programs' new metrics.
- Continue to involve school improvement committees annually to obtain problem-solving input as well as timely feedback on emerging matters.
- Continue professional training that is focused on the needs of high-demand industry sectors and occupations.
- Continue professional development in all CAEP program areas.
- Continue professional development to share best practices between members.
- Progress Indicator - 5% annual increase in completion.

Continuous Improvement:

To sustain continuous improvement, the consortium will engage in the following activities:

- Continue to develop and improve online course opportunities.
- Continue to leverage classroom technology to improve the quality of adult education courses.
- Continue to implement innovative curriculum and software to meet the needs of the CAEP students.
- Continue to create committees annually to obtain problem-solving input as well as timely feedback on emerging matters.
- Continue ongoing member self-evaluation as implemented for processes such as WASC, WIOA II, and other programs.
- Continue WASC reaccreditation activities to ensure the highest levels of efficacy.

Activities & Outcomes**Activity Name ***

Recruitment

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

WHAEC fiscal agent in collaboration with CAEP members will promote the CAEP programs in the service area. CAEP staff will attend community events to promote the program's courses and will use social media to advertise available courses. Adult learners will be informed about available CAEP courses in their community. The outgoing recruitment will assist WHAEC to reach its three-year enrollment goal.

Short-Term Outcomes (12 Months) *

CAEP staff will identify a minimum of 2000 eligible potential participants.

Intermediate Outcomes (1-3 Years) *

WHAEC projected outcomes: 1,462 enrollments in year one, 1,535 enrollments in year two, and 1,612 enrollments in year three. WHAEC's goal is to increase enrollments by 5% yearly.

Long-Term Outcomes (3-5 Years) *

The WHAEC will enroll 4,609 adult learners in the next three years.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Ashlin Mattos
Cecilio Mora
Christopher Whiteside
Chuck Gent
Claudia Vosburg
Jicela Soto
Joe Trejo
Rebecca Gamez
Terry Anderson

Activity Name *

CAEP Orientation and Enrollment

Objective that Applies to this Activity

Not Entered

Brief Description of Activity *

CAEP members will provide a CAEP orientation to new students, and they will inform students about services, and program metric requirements. This activity will assist with student enrollment, retention, and will inform students about CAEP services in the service area.

Short-Term Outcomes (12 Months) *

CAEP staff will orient 1,462 eligible participants.

Intermediate Outcomes (1-3 Years) *

WHAEC projected outcomes: 1,462 enrollments in year one, 1,535 enrollments in year two, and 1,612 enrollments in year three. WHAEC's goal is to increase enrollments by 5% yearly.

Long-Term Outcomes (3-5 Years) *

The WHAEC will enroll 4609 adult learners in the next three years.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Ashlin Mattos
Cecilio Mora
Christopher Whiteside
Chuck Gent
Claudia Vosburg
Jicela Soto
Joe Trejo
Rebecca Gamez
Terry Anderson

Activity Name *

English As Second Language Instruction

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

CAEP members will collaborate to provide ESL classes in the service area. CAEP members will offer multi-level ESL classes to address the ESL academic needs of the students.

Short-Term Outcomes (12 Months) *

CAEP staff will provide ESL instruction to 481 students.

Intermediate Outcomes (1-3 Years) *

WHAEC ESL courses projected outcomes:481 enrollments in year one, 506 enrollments in year two, and 531 enrollments in year three. WHAEC's goal is to increase ESL enrollments by 5% yearly.

Long-Term Outcomes (3-5 Years) *

The WHAEC will enroll 1518 adult learners in ESL classes in the next three years.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Ashlin Mattos
Cecilio Mora
Christopher Whiteside
Chuck Gent
Claudia Vosburg
Jicela Soto
Rebecca Gamez
Terry Anderson

Activity Name *

HSD/HSE Diploma Instruction

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

CAEP members will collaborate to provide HSD/HSE courses in the service area. HSD/HSE courses will assist to improve the educational levels among adult learners in the service area.

Short-Term Outcomes (12 Months) *

CAEP instructors will assist 125 students to obtain an HSD/HSE diploma.

Intermediate Outcomes (1-3 Years) *

WHAEC HSD/HSE projected completion outcomes: 125 completers in year one, 141 completers in year two, and 150 completers in year three. WHAEC's goal is to increase HSD/HSE completion rate by 5% yearly.

Long-Term Outcomes (3-5 Years) *

The WHAEC will assist 416 adult learners to earn an HSD/HSE.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Ashlin Mattos
Cecilio Mora
Christopher Whiteside
Chuck Gent
Claudia Vosburg
Jicela Soto
Joe Trejo
Rebecca Gamez
Terry Anderson

Activity Name *

Transition Services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

CAEP members will provide embedded transitional services to students enrolled in CAEP courses. This activity will assist with student transition and will inform students about CAEP short-term CTE courses/pathways and college CTE degrees available in the service area.

Short-Term Outcomes (12 Months) *

CAEP members will provide embedded transitional services information to 1,462 adult learners.

Intermediate Outcomes (1-3 Years) *

WHAEC projected outcomes: 1,462 students will receive services in year one, 1,535 students will receive services in year two, and 1,612 students will receive services in year three. WHAEC's goal is to increase the course completion rate by 5% yearly.

Long-Term Outcomes (3-5 Years) *

WHAEC will provide transitional services to 4,609 adult learners.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Ashlin Mattos
Cecilio Mora
Christopher Whiteside
Chuck Gent
Claudia Vosburg
Jicela Soto
Joe Trejo
Rebecca Gamez
Terry Anderson

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<u>Armona Union Elementary</u>	\$72,496	Certified
<u>Coalinga-Huron Unified</u>	\$84,444	Certified
<u>Firebaugh-Las Deltas Unified</u>	\$125,698	Certified
<u>Golden Plains Unified</u>	\$59,064	Certified
<u>Lemoore Union High</u>	\$123,331	Certified
<u>Mendota Unified</u>	\$115,969	Certified
<u>Reef-Sunset Unified</u>	\$511,871	Certified
<u>West Hills CCD</u>	\$150,000	Certified
<u>West Hills College Coalinga</u>	\$74,684	Certified
<u>West Hills College Lemoore</u>	\$38,793	Certified
Totals	\$1,356,350	10/10 Certified

Funds Evaluation *

WHAEC will allocate funds according to the 3-Year Plan and subsequent Annual Plans under the provisions of the law and guidance from CAEP. WHAEC members in good standing will receive at least as much funding as they did the previous year. For any year for which the CAEP allocation of funds to the consortium is less than the amount allocated in the prior year, the amount of funds to be distributed to a member of the consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased as specified in CA. EC 84914.

Leverage funding sources include WIOA II grants, CalWORKs, K12, federal funding, and community college in-kind funding. WHAEC's local needs will be taken into account, such as labor market projections and changing demographic data. Efforts will continue to be made to ensure that all regions and populations are served, with attention to those that are underserved and underrepresented.

WHAEC members will continue the braiding of CAEP funds, with state, federal, and other local funds to maximize the level of services to adult learners.

ABE, HSE, ESL, and short-term CTE programs will continue to be funded with high priority. WHAEC members will offer programs that are accessible to working students, and this may require an investment in technology or software for schools and students. WHAEC's priority is to invest in its staff by providing professional development to promote innovation.

WHCC and WHCL are planning to continue to fund the Pathways Navigators to assist adult schools to transition their students to college. WHAEC director and members support the allocation of funds that will result in increased training opportunities and integration of ESL, adult basic skills education for students in the service area that will lead them to self-sufficiency.

Certification

Coalinga-Huron Unified - Member Representative

Desmond Agbontaen
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Claudia Vosburg
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Approved by Claudia Vosburg

06/01/2022 09:34 AM PDT

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Terry Anderson

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06/01/2022 08:45 AM PDT

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06/06/2022 11:56 AM PDT

Lemoore Union High - Member Representative

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Lacy Meneses Lemoore Union High School District

Assistant Superintendent Business Services

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06/01/2022 08:32 AM PDT

Mendota Unified - Member Representative

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Approved by Rebecca Gomez

06/01/2022 09:51 AM PDT

Reef-Sunset Unified - Member Representative

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06/01/2022 11:30 AM PDT

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06/01/2022 09:39 AM PDT

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Approved by Justin Garcia Psy.D.

06/01/2022 09:30 AM PDT

West Hills College Lemoore - Member Representative

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Christopher Whiteside

Vice President Ed Services

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06/01/2022 08:57 AM PDT



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