State Center Adult Education Consortium
Annual Plan 2022-2023

Section 1: Plans & Goals

Executive Summary

The **State Center Adult Education Consortium (SCAEC)** will follow our vision of providing adult learners in our region with the skills needed for employment, continuing education, career advancement, and personal growth. We believe that by working collaboratively with community partners in our region, we will be able to strengthen adult education and ensure students have access to high-quality programs leading to their success in college and career.

2021 - 2022 Major Accomplishments

- All adult school members are now utilizing ASAP
- Collaborated with Reedley, Clovis, Madera Community, and Fresno City Colleges to offer non-credit offerings
- Currently working on Curriculum Alignment/Pathways Project
- Increased amount of ESL courses at community partner sites
- Increased CTE course offerings
- Increased collaboration with community partners
- Increased sub-region collaboration
- Parlier USD added as a new member
- Partnered with the Fresno/Madera K-16 Collaborative to provide no-cost courses through UMass Global and Fresno City College
- WASC Accreditation - three schools became accredited and others are currently in the process
- Marketing/Outreach
    - College Field Trips
    - Created consortium-wide marketing publication
    - Increased outreach efforts by continuing to offer Job Fairs, Resource/Next Step Fairs, Resume Workshops, and Financial Literacy Workshops
    - Increased social media presence and marketing efforts
    - Planned and facilitated annual College Showcases
- Presentations
    - California Adult Education Administrators Association (CAEAA)
    - California Adult Education Program (CAEP)
    - California Adult Literacy Professional Development (CALPRO)
    - California Council for Adult Education (CCAE)
    - RP Group's Strengthening Student Success Conference

- Transitions
    - 10,132 students served with support and outreach
    - A transitions data dashboard is currently in development with support from State Center Community College District
    - Created a student list for collaboration with college counselors
    - Developed process and recruited students for SB554
    - Increased transition services consortium-wide to accommodate new programs
    - Maintained hybrid model to meet with students
    - Provided students with the support needed to continue their education during the pandemic including assisting with FAFSA and CCCApply
    - SCCCD and SCAEC host an annual college showcase for adult education staff and partners
    - Streamlined transition services with colleges
    - Specific adult education counselors have been hired at each college

SCAEC's Three-Year Plan lays the groundwork to allow us to achieve our goal of improving adult education services for the next three years and beyond. To accomplish this, SCAEC has selected several strategies focused on achieving the three CAEP Priority Objectives for 2022-2023:

- Create a plan to address the lack of ESL instructors, teaching assistants, and tutors
- Support sites in increasing student tutoring services throughout the consortium
- Co-locate college classes on adult school campuses
- Conduct job fairs for all CTE programs
- Continue offering résumé and college financial literacy workshops
- Increase collaboration by supporting Professional Learning Communities (PLCs)
- Utilize the Adult School Transition Specialist and College Counselors to aid students in the college application process
- Create a centralized system for tracking adult school students to facilitate advising
- Create a document enumerating the services available to adult learners, including a one-page document for referrals
- Increase collection and analysis of data to inform change and improve the equity of programs
- Undertake a marketing campaign aimed at increasing awareness of educational opportunities and the advantages of participating in educational and training programs

Our action plan will be implemented to strengthen partnerships within the region and provide for new strategies and programs, such as workforce readiness classes, career pathway programs, and industry certification courses. SCAEC management will continue to support all member agencies.

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

Regional Planning Overview

This year, State Center Adult Education Consortium members will implement certain strategies and activities as described in the three-year plan that will help address our region's adult education needs. By analyzing a wealth of labor market information, surveying key partners, including students, and working collaboratively with community partners, SCAEC will continue to implement process improvement strategies. We will be able to predict future trends in economic, education, and workforce development and provide adult learners with high-quality training, education, and skills upgrading needed for employment, career advancement, and personal growth. This collaborative effort will solidify adult education's importance and place in our region.

The 2022-2023 Annual Plan will focus on closing gaps in service by providing more CTE offerings, increasing programs to improve basic skills, such as GED, ABE, and HSD programs, as well as ESL courses, increasing adults with disabilities services, and creating stronger pathways to post-secondary education and career opportunities including informing our students of these opportunities. Members are exploring the National External Diploma Program (NEDP) and aim to increase student tutoring services to provide more opportunities to move students to achieve success at a much quicker rate.

Furthermore, SCAEC will leverage outreach efforts, for example, the Transitions Team will continue to rotate through our member sites and both Workforce Connection One-Stop Centers and collaborate with our college Outreach Coordinators, thereby potentially serving over 10,000 students throughout the year. We will enhance our marketing efforts and capitalize on social media outreach and traditional marketing efforts. We will hold several workshops for students and will host a college showcase bringing everyone together to understand what each college member offers.

Lastly, SCAEC will increase its collection and analysis of data, including the use of labor marketing information, to drive decision-making. For example, in order to avoid duplication of services, SCAEC members are required to submit a CTE course proposal that includes labor market information and a justification narrative before creating a new CTE course at their site.

With these strategies and activities, SCAEC is confident that our region's adult students will not only be better served but also will show positive success measurements, as tracked by our chosen metrics.

Meeting Regional Needs

Regional Need #1

Description of Gaps in Service or Regional Needs

The SCAEC region needs more short-term CTE courses aligned with local workforce needs to increase the employability of adult students. Overall, there is a lack of easily accessible, no-cost programs in entry-level, high-demand occupations, such as health, construction, manufacturing, and more. It is important that the programs offered align with the needs and requirements of the

industries students will enter and preferably include industry-approved certification opportunities.

Description of How the Gaps Were Identified

Our members have surveyed students to ascertain their needs and interest in CTE courses remain high. Labor market information provided by the EDD, Madera, and Fresno Workforce, the Bureau of Labor Statistics Outlook Handbook, CDE EOP job projection data from the CalJOBS website, and labor market demand data from the Centers of Excellence's Labor Market Scan were analyzed and helped us determine that more courses are needed. We also gathered feedback from advisory committee members representing local industry, multiple industry-education partnership groups, such as Madera Workforce, the San Joaquin Valley Manufacturing Alliance, and the current employment rate and poverty rate all substantiate the need for SCAEC members to continue to offer and expand high demand programs/CTE course offerings.

Description of How Effectiveness Will Be Measured

The effectiveness will be measured by tracking enrollment numbers, attendance rates, completion rates in CTE courses, the number of industry certificates issued to students at the end of each course, and the number of students who transition to credit-bearing courses at the college.

Regional Need #2

Description of Gaps in Service or Regional Needs

Lack of awareness of adult education services and course offerings throughout the region. One challenge for students pursuing education is a lack of knowledge about the options available to them, particularly in adult schools and community colleges' non-credit departments. For example, we also currently lack a "soft handoff" from K12 schools to adult schools and believe that more information about adult education will help with awareness and thereby increase enrollment numbers.

Description of How the Gaps Were Identified

SCAEC held five sub-regional community forums where partners, students, stakeholders, and college and adult school staff were invited to share their successes and needs. Surveys were deployed in order to gather data, including community needs and input surveys.

Description of How Effectiveness Will Be Measured

Effectiveness will be measured by an increase in both marketing and enrollment campaigns and an increase in student enrollment.

Regional Need #3

Description of Gaps in Service or Regional Needs

There is a high demand for ESL and high school diploma programs, with an emphasis on basic math and literacy skills and English fluency, but within our region, there is a dearth of these course offerings, coupled with the lack of transportation options and/or access to technology for our students.

Description of How the Gaps Were Identified

This gap was determined by analyzing data from the CAEP Regional Fact Sheet, using the Interactive Map from the Center for the Study of Immigrant Integration, Eligible to Naturalize Populations in the U.S. tool, and the current census, our region has a high immigrant population and a limited number of noncredit, introductory ESL classes. Furthermore, demand can be attributed to demographic data from the American Community Survey - 2020 showing that only 21.6% of adults in our region have a Bachelor's degree or higher, 23.3% do not have a high school diploma, 24% of adults lack English proficiency, only 54% of adults are employed, and 25% are at near-poverty or less.

SCAEC also conducted a direct survey of our students, which documented that students needed more opportunities to take ESL and Citizenship classes nearer their homes, or where their children attended school, as transportation and our large consortium size remain a problem. SCAEC also held five sub-regional community forums where partners, students, stakeholders, and college and adult school staff were invited to share their successes and needs.

Furthermore, we analyzed our own retention/completion data and faculty and administrative assessment data through program review and needs assessments.

Description of How Effectiveness Will Be Measured

Effectiveness will be measured through ESL enrollment numbers, ESL level advancement numbers, retention, and completion data, as measured by our CASAS testing, as well as completion of EL Civics COAPPS and benchmark attainment data. The increase in the number of ESL classes offered by SCAEC members will also be weighed.

Section 2: Address Educational Needs

2022-23 Strategies

Strategy #1 - Increase the Number of ESL and ABE Instructors and Assistants

Activity that Applies to this Strategy
Increase of ESL and ABE Instructors and Assistants

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Literacy

Strategy Description
SCAEC members will create a plan to address the lack of ESL and ABE instructors, teaching assistants, and tutors, by creating stronger connections with organizations to help provide a potential source for instructors, allowing for a consortium-facilitated pool of qualified ESL and ABE instructors, assistants, and tutors to be built.

With this, SCAEC members aim to increase advertisement and job posting announcements and conduct recruitment processes and interviews by March 2023. The increase in staff will allow extra time for tutoring at the adult school sites in addition to the multiple tutoring centers already at the college sites and will allow for an increase in the number of classes offered.

Strategy #2 - Develop a Coordinated Marketing Campaign to Increase Enrollment

Activity that Applies to this Strategy
Adult Education Marketing Campaign

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served

Strategy Description
SCAEC will develop coordinated marketing and messaging to inform the community about the benefits of education and training for adult education students (e.g., “I am an Adult Education Student” campaign) to help grow enrollment numbers for all of our programs. With this, SCAEC should see an increase in awareness of local programs and services for adult learners by June 2023.

Some of the methods will be:

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

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Section 3: Improve Integration of Services & Transitions

2022-23 Strategies

Strategy #1 - Provide Students and Staff with a Document Listing All Services Available

Activity that Applies to this Strategy
Create Document of Services

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants
- Student Barriers: Low Literacy

Strategy Description
The student transition process from adult school to postsecondary opportunities needs to be streamlined. To do so, SCAEC will create a document enumerating services available to adult learners, including a one-page document for referrals which will help streamline the referral process. This will increase student transitions from one partner to another to improve adult learner outcomes.

By December of 2022, this document will have been created, which will provide students with a greater understanding of the options available to them within the Consortium and can help them make better-informed choices. Likewise, site staff will have streamlined access to information.

Strategy #2 - Increase the Identification and Participation in Community Outreach Activities

Activity that Applies to this Strategy
Coordinated Outreach

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants
- All: Number of Adults Served

Strategy Description
SCAEC will leverage outreach efforts by combining and coordinating events and activities throughout the consortium. To do so, SCAEC will increase the identification and participation in community outreach activities by creating a shared outreach calendar among all adult education service providers with links to flyers and event details, as well as by creating an easy-to-update, online searchable list of available training programs and classes in our region.

By February 2023, both a shared outreach calendar and a list of available training programs and classes in our region will have been created.

Strategy #3 - Student Orientations to Improve Student Transitions

Activity that Applies to this Strategy
Student Orientations

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants
- Student Barriers: Low Literacy

Strategy Description
Increase the number of adult students that will attend an orientation of student expectations, school procedures, student services, and CTE programs to aid in the improvement of student transitions, which will be measured by student completion of program orientations and responsibilities. By June of 2023, a majority of students will create long-term and short-term goals, which will increase student persistence within the region.

Section 4: Improve Effectiveness of Services

2022-23 Strategies

Strategy #1 - Creation of a Data Dashboard

Activity that Applies to this Strategy
Data Dashboard

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served

Strategy Description
SCAEC must increase its collection and analysis of data in order to inform change and improve the equity of its programs. Collaboration across departments and schools will be key in improving our capacity to collect and share this data, which can be used in our already established Professional Learning Communities (PLCs), where staff can better discuss student learning with this data. Therefore, SCAEC will build our capacity for data collection and sharing within and among Consortium members by creating a data dashboard.

SCAEC plans to identify data sources, funding, and personnel to support the creation of a dashboard by June 2023.

Strategy #2 - Establish and/or Expand Partnerships Throughout the Region to Improve the Effectiveness of Services

Activity that Applies to this Strategy
Establishing and Expanding Partnerships

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants

Strategy Description
SCAEC will identify partnerships (institutional, religious, cultural, etc.) to help build student enrollment and completion rates. Partners will be listed on the State Center Adult Education Consortium Partnership List. By maintaining this list, SCAEC will be able to better leverage relationships within the communities we serve to ensure outreach is effective. By June of 2023, partnerships (and potential partnerships) will have been identified, and an updated list has been created.

Strategy #3 - Increase Student Tutoring Services Throughout the Consortium

Activity that Applies to this Strategy
Student Tutoring Services

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants
- Student Barriers: Low Literacy

Strategy Description
SCAEC members may provide tutoring services in a hybrid or in-person model to adult students to increase their success and improve our services offered. This strategy will also help address student-specific learning needs, thereby an increase in student Education Functional Levels (EFL) and Measurable Skill Gains (MSG) on the CASAS Assessments is expected by June 2023.

Section 5: Fiscal Management

Overview

The CAEP allocation is the primary source of funding for the majority of our members, and SCAEC members will spend their allocated CAEP funds with the goal of closing any gaps in service and in meeting regional needs, as detailed in our 2022-2023 Annual Plan and based on our CAEP Three-year Plan for 2022-2025.

CAEP allocation funds are aligned with the Consortium's objectives of addressing educational needs, improving the integration of services and transitions, and improving the effectiveness of services. To accomplish those three objectives, the consortium plans on increasing the number of ESL and ABE staff, coordinating a consortium-wide marketing plan, relying on the proper collection, analysis, and communication of data, and expanding regional partnerships to better leverage resources and services, as well as maintain strong communication and outreach.

Our members are committed to continued progress towards the realization of the vision and goals of the SCAEC Three-year Plan and will continue to implement identified strategies that fill the regional gaps in service in order to better support adult students across the SCAEC region.

Lastly, members will work with their district's finance department to ensure that all CAEP expenditures are in alignment with the SCAEC Annual Plan and Three-year Plan. Budgets are reviewed on a quarterly basis.

Approach to Incorporating Remaining Carry-over Funds

SCAEC members will incorporate remaining carry-over funds primarily through the following means:

- Expand our range of course offerings and increase the number of instructional hours by hiring additional faculty and funding certificated salaries.
- Purchase or lease initial start-up materials and/or equipment required for any new course offerings.
- Purchase or lease needed equipment for existing programs.
- Expand facilities to accommodate the increase in enrollment.

Carry-over funds will be used to maintain current services and provide additional services as described in the plan's analysis of regional needs and gaps, which are to increase CTE programs, courses for immigrants, basic skills, and pre-apprenticeship opportunities while also upgrading career pathways and adults with disabilities services and programs.