



State Center Adult Education Consortium

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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. Our 2019 – 2022 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. From this plan, we will be able to focus on several goals for 2019 – 2020, including the implementation of new strategies in the areas of closing gaps in service, creating seamless transitions, student acceleration, professional development, and leveraging resources. This year, SCAEC will be able to focus on closing gaps in service by providing more CTE offerings, courses for immigrants, pre-apprenticeship opportunities, programs to improve basic skills, (such as GED, ABE and ASE programs), and upgrading career pathway and adults with disabilities services.

In 2018-2019, SCAEC accomplished many goals that helped strengthen adult education services throughout the region. Some accomplishments we are most proud of are listed here. SCAEC Transitions Specialists (TS) continued to meet with students to assist with college applications, financial aid, provide information about CTE programs and other opportunities available to them. The TS team rotated through our member sites, as well as both Workforce Connection One Stop Centers, and collaborated with our college Outreach Coordinators, thereby serving 2,791 students throughout the year. SCAEC upgraded its continued marketing efforts, capitalizing on social media outreach and traditional marketing efforts. One member added a marquee to inform the community of the school's adult education program and a joint marketing brochure for the North Sub-Region is planned for FY 2019-2020. Another accomplishment was the Consortium-wide purchase of Aztec Software to help students accelerate their learning. This coupled with some increasing their evening hours to better accommodate working students, some moving into new, larger facilities, some others purchasing Chromebooks and portable hotspots so students may work from home, and a new program implemented in the rural community of Kerman, allowed for more equity and access for students and accelerated their educational progress. New Wildland Fire programs were implemented successfully and an Early Childhood Development Certificate program was created in partnership with two of our North Valley Sub-Region members, Chawanakee Adult School and Clovis Community. And, overall, many CTE programs, VESL classes, and ABE/HSD/ESL offerings were created or expanded throughout our region. Lastly, the consortium continued to promote a culture of collaboration among its members and among community-based organizations and workforce partners as well. For example, our TS Team was given a cubical at the Workforce Connection One Stop Center they serve. They have been included in partner meetings and have been cross-trained in the services that each co-located provided offers, and they are often included as part of the intake process at each of the Workforce Centers. Workforce Connection staff continued to visit member sites to conduct informational sessions, and college classes were offered at some adult school sites, as the relationship between our college and adult school members continued to be reinforced due to our Sub-Region work. The positive results from this collaboration can best be demonstrated through the story of one of our students who obtained her high school diploma, entered and completed a Certified Nursing Assistant program, was referred to our Workforce Connection partner, from which she received a scholarship to attend the Licensed Vocational Nurse Program at Clovis Adult School.

We look forward to a continuation of major accomplishments for 2019-2020.

Regional Planning Overview

The State Center Adult Education Consortium was able to organize and strategize for the next three years by creating a comprehensive plan that recognizes the most crucial adult education needs in our region, and how SCAEC will implement goals and action items to address those needs. By analyzing a wealth of labor market information, surveying key stakeholders, including students, and working collaboratively as a region, as sub-regions, and with community partners, SCAEC will be able to continue to implement process improvement strategies. We will also 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.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need more CTE courses aligned with local workforce needs to increase the employability of adult students in the region. Overall there is a lack of easily accessible, no cost programs in entry level, high demand occupations.

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

Our members have surveyed students to ascertain their needs and interest in CTE courses remain high. Labor market information provided by the EDD, Doing What Matters website, Madera Workforce, and labor market demand data from the Centers of Excellence 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 ROP Auto Body Advisory Committee, and the current employment rate and poverty rate all substantiate the need for SCAEC to continue to offer and expand high demand programs/CTE course offerings.

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

The effectiveness will be measured by tracking enrollment numbers, attendance rates, completion rates in CTE courses, and the number of industry certificates issued to students at the end of each course. We will also gather information from students who report gaining skills on TOPS Student Update Forms, the number of students who secure a job in the field within six months and one-year of completing the program, and the number of students who transition to credit-bearing courses in college.

Regional Need #2

Gaps in Service / Regional Needs

There is a need to expand courses for immigrants, including VESL, ESL, and Citizenship classes.

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

This need was determined through a direct survey of our students, which documented that students needed more opportunities to take these classes nearer their homes, or where their children attended school, as

transportation and our large consortium size remain a problem. We were also able to conduct a program review and needs assessment which determined that SCAEC does not offer enough courses for immigrants overall. And, 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.

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

Effectiveness will be measured through ESL level advancement numbers, retention and completion data, as measured by our CASAS testing.

Regional Need #3

Gaps in Service / Regional Needs

There are insufficient Adult Basic Education (ABE), Adult Secondary Education (ASE)/High School Diploma (HSD) programs and HiSET/GED preparation/testing throughout the region, thus many students are lacking fundamental skills and education. We aim to increase these Basic Skills programs to enhance our transition opportunities from adult schools to college and/or career, thereby closing our region's achievement gap.

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

This gap was identified by the region in its original gap analysis. In addition, according to the 2010 Census data and our CAEP Regional Fact Sheet, Fresno and Madera Counties has low education attainment and low high school completion rates. Currently, many of our members do not offer ABE courses in their districts and through informal conversations, student surveys, and general population inquiry, we found ample student interest in taking these courses, as well as the HiSET exam.

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

The effectiveness will be measured by student enrollment, retention, and graduation rates. We will be sure to review data pertaining to CASAS test scores and transitioning to credit-bearing courses at college.

Regional Need #4

Gaps in Service / Regional Needs

There is a need to create Pre-Apprenticeship program offerings to help close the gap of qualified workers in construction and other apprenticeship programs.

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

In many areas of our consortium, there are no pre-apprenticeship program offerings. Gaps were identified via review of overall program offerings and any potential apprenticeship partners. Local area industry and employment data results also helped us identify this need.

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

Effectiveness will be measured by the increase in newly established pre-apprenticeship programs added to our instructional and vocational education program, student enrollments and completions, including transitioning to apprenticeship programs. Further progress will be measured by the successful employment of students who participated in classes, long-term employment of class participants, and a decrease in regional industry need.

Regional Need #5

Gaps in Service / Regional Needs

There is a need to create and implement a plan to better serve students with disabilities.

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

Requests by special needs students, teachers, and students' Workforce caseworkers.

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

By the number of students' IEPs and 504 Plans that are updated and completed. And, by the number of students on IEPs and 504 Plans that earn their high school diploma or HiSet certificates.

Gaps in Service

New Strategies

Strategy #1 – Begin to transition intermediate level or higher ESL students to career pathways that include CTE courses, VESL courses, and IET pathways. Students will receive supplemental support as needed in ABE/ASE in mathematics and literacy skills to promote success in all CTE pathway classes.

Strategy #2 – More English language support will be offered. ESL and ABE/GED/HSD have combined efforts through monthly PLC and department meetings. Establish and continue ESL promotions and presentations.

Strategy #3 – Increase promotion efforts of HSD programs and enhance/extend HiSET preparation programs to expedite the process to earn diploma/equivalencies.

Strategy #4 – Fresno City College (FCC) will provide GED prep and HiSet testing in partnership with the following adult schools: Fresno, Central, Caruthers and Washington Unified. FCC will form a collaborative to offer GED prep at the Manchester Center for all four adult schools in their sub-region, with transportation support being provided by CalVans.

Strategy #5 – Provide community job fair opportunities specific to construction and other apprenticeship programs, so students can get direct information about how they can enter these industry sectors, gain employment, and be accepted into an apprenticeship program.

Strategy #6 – We plan on conducting a needs analysis with assessments and surveys, including gathering employer and workforce feedback on adults with disabilities services needed. We also will meet with the county's Special Education Local Plan Area. We will then create an action plan addressing the need for more services for adults with disabilities.

Strategy #7 – Maintain and/or expand adult basic ed, secondary ed, HSE, HSD, and ESL, CTE transitions strategies, regional collaboration.

Seamless Transitions

New Strategies

Strategy #1 – Instructors will work with a Transition Specialist and each student to develop an academic and transition plan with attainable goals and timelines.

Strategy #2 – During orientation, students will be counseled on goal setting and a skills evaluation for reading and mathematics will be created. During this time, students will be enrolled in appropriate classes to meet their goals and to develop skills as needed. Throughout, teachers will conduct goal setting meetings, and partners from workforce, transition specialists, etc. will continue to frequently visit classrooms on a regular basis to share all community programs, resources, and opportunities to programs available to students.

Strategy #3 – Hire a part-time job developer to build the digital job-board and work with students and community members for employment readiness. Hire a shared coordinator for the sub-region to streamline programming.

Strategy #4 – Refer adult students to new community college VROP career pathway non-credit course offerings to support student job career training and employment.

Strategy #5 – Develop a non-credit college success/transitions course in collaboration with sub-region adult schools that can be offered at their site to assist students in transition to Fresno City College. FCC Adult School Coordinator will help with this once the course is developed.

Strategy #6 – Explore increasing pre-apprenticeship opportunities to tie into apprenticeship programs. Create an apprenticeship package that can be used with local businesses to increase apprenticeship program enrollment and create seamless transitions into the workforce.

Strategy #7 – Implement a new remedial English course and a social studies class to be taught by Madera College instructors and held at the adult school.

Strategy #8 – Implementation of Multiple Measures for student placement into community colleges, which should increase student enrollment into credit-bearing college classes, and thus, help increase successful transitioning into a career, as well as college degree attainment.

Strategy #9 – Focus on adding more embedded tutors for increased classroom success.

Strategy #10 – Creation of the Adult School to Clovis Community College Bridge Program. A cohort of Clovis Adult students earning CAE high school credit and earning CCC non-credit in Writing, Reading, and College Readiness. The program includes activities to collaborate in the provision of ongoing professional development for faculty and staff to achieve greater program integration and improve student outcomes.

Student Acceleration

New Strategies

Strategy #1 – Utilize competency-based methods of assigning credits through established online curriculum.

Strategy #2 – Fully implement the Aztec program to improve basic skills and move students more quickly toward goals.

Strategy #3 – Require the use of pre-assessment options in online coursework to reduce the total hour requirements of the course.

Strategy #4 – Require students to take at least one online course to increase basic computer skills and exposure to careers. Explore internet hotspots to help with internet service.

Strategy #5 – Explore contextualized curriculum resources available and work to include into our educational program to support career development and workability of students.

Strategy #6 – Colleges will collaborate with their sub-region adult schools to implement the new placement policies mandated by AB705 to align placement in transfer English, EMLS, and Math.

Strategy #7 – Use Edgenuity or other online platforms as an option to complete high school credits.

Professional Development

New Strategies

Strategy #1 – Increase attendance to in-state and out-of-state travel to CAEP-focused conferences: California Adult Education Administrators Association (CAEAA), Comprehensive Adult Student Assessment Systems (CASAS), California Council for Adult Education (CCAEE), Coalition of Adult Basic Education (COABE), Administrative Software Applications Program (ASAP), and others.

Strategy #2 – Attend OTAN training on Google projects and various other computer based teaching strategies.

Strategy #3 – Request PD for independent study from our district Professional Development Coordinator.

Strategy #4 – More inter-school staff collaboration and professional development opportunities.

Strategy #5 – CTE instructors utilizing ROP curriculum or classroom/shops are included in the industry sector/pathway specific workshops or in-service activities combined with their high school counterparts. In-service activities include training in project-based instruction, aligning curriculum to the CTE Model Curriculum Standards and utilizing work-based placements for students.

Strategy #6 – Provide ongoing technology PD for staff to build technology capacity so that staff can begin to utilize it as a method of instruction delivery and management with our adult students.

Strategy #7 – Provide a beginning of the year training/in-service for all staff.

Strategy #8 – Teachers will register for CALPRO professional development sessions and participate in CALPRO webinars. Staff will also participate in CAEP webinars.

Strategy #9 – Attend Consortium-wide quarterly Data and Accountability Trainings.

Leveraging Resources

New Strategies

Strategy #1 – Applicable adult schools will work with Madera CC to leverage resources for the North Valley Sub-Region.

Strategy #2 – SCAEC Transition Specialists will meet with FCSS adult school staff to share resources and offer support for students when they transition out of the Fresno County Jail. These resources are continually shared with students enrolled in the adult education classes with information about adult education programs across the valley.

Strategy #3 – Continue to collaborate with the Central Mother-Lode Regional Consortium to leverage Strong Workforce funds to build partnerships between adult education funds to implement and expand the manufacturing mechanic certification program.

Strategy #4 – Leverage funds from industry and workforce development programs to expand offerings of EMLS for unemployed or underemployed workers.

Strategy #5 – Leverage resources to provide adults with more GED and CTE options, especially in finding more alternative transportation and facility resources.

Strategy #6 – Continue to utilize the libraries as a resource to meet with students. Continue to build the relationship with the Literacy Coordinator at the Fresno County Library.

Strategy #7 – The North Valley Sub-Region, which includes Madera County Workforce, will create and distribute a joint marketing brochure to be distributed in Madera County.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

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 2019-2020 Annual Plan, and based on our new three-year CAEP Plan. CAEP allocation funds are aligned with the Consortium's goals of increasing education services and job training to meet the region's needs in elementary/secondary basic skills, English as a Second Language, high school diploma programs, career and technical education, and programs for adults with disabilities. Our members are committed to continued progress towards the realization of the vision and goals of the SCAEC 3-year Plan and will continue to implement identified strategies that fill the regional gaps in service, support the seamless transition of students, increasing professional development opportunities for staff, better leverage resources, and to accelerate transitions for learners across the SCAEC region.

Members will be able to work with their district's CBO or CFO to ensure that all CAEP expenditures are in alignment with the SCAEC Annual Plan and three-year Plan. Budgets are reviewed on a regular basis.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-2020.

Our consortium will incorporate remaining carry-over funds primarily through the following:

- 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.
- Utilize funds to contract with Valley ROP to offer more CTE courses in our region.
- Data and Accountability Specialist and Transitions Specialist salaries and benefits.

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, pre-apprenticeship opportunities, while also upgrading career pathway and adults with disabilities services and programs.