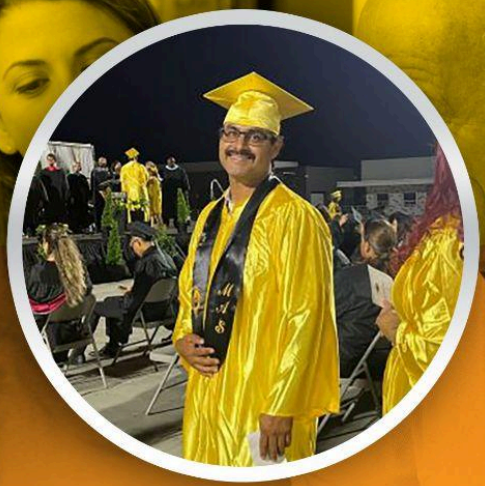
CALIFORNIA
ADULT EDUCATION
PROGRAM

State Center Adult Education Consortium

Annual Plan 2026 - 2027

SCAEC
STATE CENTER
ADULT EDUCATION CONSORTIUM



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SECTION 1: PLANS & GOALS

Executive Summary

The State Center Adult Education Consortium (SCAEC) enters the 2026-27 program year in the second year of implementation of its certified 2025-28 CAEP Three-Year Plan. SCAEC serves 21 member institutions across Fresno and Madera counties and portions of Tulare County, including K-12 adult schools, regional occupational programs, and community colleges. The region includes urban, rural, agricultural, and mountainous communities whose adult learners often face overlapping barriers related to educational attainment, English language proficiency, digital access, work and family schedules, transportation, childcare, and underemployment.

During 2025-26, SCAEC made a good deal of progress on its Three-Year Plan priorities. All adult school sites achieved WASC accreditation, strengthening the regional foundation for program quality and continuous improvement. Members expanded and refined student onboarding, orientation, intake, counseling, and transition support so that students receive clearer information and earlier connections to educational and career pathways. The Student Ambassador Program increased the visibility and value of adult education through presentations at adult schools, board meetings, and community events. SCAEC also continued strengthening data and accountability practices and began developing a data-sharing memorandum of understanding between adult school and community college members to better identify transition gaps and improve long-term outcome tracking. In addition, a member agency began offering the National External Diploma Program as an alternative pathway for adults to earn a high school diploma by demonstrating academic and life skills.

For 2026-27, SCAEC will sustain core instruction in ESL, ABE, ASE, high school diploma and equivalency, short-term CTE, workforce preparation, and digital literacy while refining and scaling the strategies that show the greatest promise. Priorities include adding and expanding programs aligned with regional needs; increasing enrollment and persistence; strengthening flexible, hybrid, online, evening, and weekend options; improving student support and referral systems; increasing transitions to postsecondary education, training, and employment; strengthening employer, workforce, college, and community partnerships; expanding professional learning; and improving the collection, sharing, and use of data.

The final 2026-27 CAEP allocation for SCAEC is $19,634,072, including an $87,782 May Revise cost-of-living adjustment to the preliminary allocation of $19,546,290. State Center Community College District (State Center CCD) serves as the fiscal agent. Planned allocations are aligned with the Three-Year Plan and the three CAEP objectives. Funds will primarily support teaching and staff salaries, direct student services, program coordination, professional learning, instructional materials, technology, software, equipment, outreach, facilities improvements when appropriate, and activities that improve access, completion, transition, and workforce outcomes. Carryover

funds will be incorporated into approved Annual Plan activities to address staffing delays, expand high-demand services, reduce access barriers, and support timely implementation.

Progress Narrative

SCAEC made good progress toward its 2025-26 goals. Member agencies continued to deliver and strengthen ESL, ABE, ASE, high school diploma and equivalency, CTE, short-term career education, workforce preparation, and digital literacy programs. Programs used in-person, online, hybrid, evening, and other flexible formats to serve adults balancing employment, family responsibilities, transportation challenges, and limited access to technology.

A major regional accomplishment was that all adult school sites achieved WASC accreditation. This reflects sustained attention to program quality, evidence collection, self-study, continuous improvement, and student outcomes. SCAEC also strengthened the student entry experience through clearer onboarding, orientation, intake, academic planning, counseling, and transition support. These efforts help students understand program requirements, identify appropriate pathways, and connect to support services earlier.

The Student Ambassador Program expanded outreach across the consortium. Ambassadors presented at adult schools, board meetings, and community events, helping communicate the value and impact of adult education. SCAEC also continued the SCCCD/SCAEC College Showcase and other transition-focused outreach designed to expose adult learners to college, training, and career options.

Data and accountability systems also advanced. SCAEC continued regular review of enrollment, completion, assessment, support services, and transition measures. Adult school and community college members began developing a data-sharing memorandum of understanding to better understand transition gaps and long-term outcomes. A data workgroup is also being developed to bring experienced member data managers together around shared definitions, reporting practices, and actionable analysis.

Program innovation continued through the implementation of the National External Diploma Program at one member agency, providing an additional competency-based diploma pathway for adult learners. Progress was strongest where staffing, program capacity, leadership continuity, and partner coordination were stable. Continued work is needed in employer engagement, work-based learning, data sharing, transition tracking, access to student supports, and the expansion of high-demand programming.

Barriers Narrative

SCAEC continued to face interconnected financial, staffing, capacity, access, and implementation barriers. Limited financial resources required member agencies to prioritize among competing needs such as additional classes, student support services, technology, equipment, facilities, outreach, and new workforce-aligned programs. In some cases, planned expansion could not occur at the desired pace because available funding did not match student and community demand.

Human-resource shortages remained a significant challenge. Member agencies continued to experience difficulty recruiting and retaining qualified instructors, teaching assistants, counselors, transition staff, tutors, data staff, and other support personnel. Vacancies and turnover affected course availability, contributed to waitlists, increased workloads for existing staff, and delayed the implementation of new activities. Leadership and administrative changes at some sites also affected continuity, decision-making, and the transfer of institutional knowledge.

Limited time and organizational capacity affected implementation across agencies managing multiple state and federal requirements. Data collection, cross-agency coordination, employer engagement, curriculum development, partnership building, and program evaluation require staff time that is not always available. Differences in data systems and reporting practices also made it difficult to follow students across adult schools, colleges, training programs, and employment.

Students continued to experience barriers related to transportation, childcare, work schedules, seasonal or shift-based employment, technology and internet access, and persistence. Rural learners may have limited access to in-person classes, testing, counseling, college transition assistance, and workforce services. Facilities and equipment limitations affected the ability of some agencies to add or modernize programs. Employer engagement also varied by program and location, limiting work-based learning, placement, and curriculum-alignment opportunities. SCAEC will address these barriers through focused hiring, flexible delivery, stronger referral partnerships, improved data-sharing and review processes, professional learning, and strategic use of current-year and carryover funds.

Current Goals Narrative

SCAEC's 2026-27 goals remain aligned with the 2025-28 Three-Year Plan, but the emphasis is shifting from initial implementation to refinement, scaling, consistency, and measurable impact. The consortium will add or expand programs where demand and regional labor-market needs are documented, with particular attention to foundational skills, ESL, high school diploma and equivalency, short-term CTE, workforce preparation, digital literacy, and accelerated pathways such as bridge, co-enrollment, dual enrollment, pre-apprenticeship, and Integrated Education and Training.

SCAEC will increase enrollment and participation by improving coordinated marketing, multilingual outreach, the Student Ambassador Program, the SCCCD/SCAEC College Showcase, community presentations, and referral partnerships. Flexible course delivery will be expanded to support working adults, rural students, and learners facing transportation, childcare, or scheduling barriers. Member agencies will strengthen onboarding, orientation, counseling, tutoring, academic planning, transition services, and wraparound referrals so students receive support from entry through completion and transition.

The consortium will improve transitions to postsecondary education, training, and employment by developing clearer pathways, strengthening articulation and referral processes, increasing engagement with colleges and employers, and improving data sharing. SCAEC will implement the completed data-sharing memorandum of understanding between adult school and community college members and establish a consortium data workgroup to strengthen transition analysis and long-term outcome tracking.

SCAEC will also strengthen professional learning and continuous improvement. WASC accreditation findings, Continuous Improvement Plans, self-studies, program reviews, student outcomes, and partner input will be used to refine instruction and services. Professional learning will support adult learning practices, data use, digital and hybrid instruction, IET, NEDP, transition services, student support, and the responsible use of emerging technologies. The overall goal is a more coordinated regional system that increases access, persistence, completion, transition, employment, and economic mobility for adult learners.

Progress Monitoring and Continuous Improvement

SCAEC will measure progress through a combination of CAEP performance measures, local implementation indicators, program assessments, and regular review. Consortium and member staff will review student enrollment, reportable individuals, participation by program area and location, retention, course completion, graduation, high school diploma or equivalency completion, educational functioning level gains, assessment scores, measurable skill gains, certificates and credentials, transitions to ASE, CTE, non-developmental credit coursework, postsecondary education, training, and employment, and use of counseling, transition, tutoring, technology, and other student support services.

Local indicators will help SCAEC assess whether planned strategies are being implemented and whether access is improving. These indicators may include the number and type of courses offered; waitlist size and movement; participation in online, hybrid, evening, and weekend classes; orientation and onboarding participation; successful enrollment following intake; students meeting with transition specialists or counselors; referrals to childcare, transportation, food, housing, legal, citizenship, mental health, and other services; devices or connectivity supports provided; employer and community partner engagements; work-based learning

opportunities; Student Ambassador presentations; College Showcase participation; and completion of identified Annual Plan deliverables.

The consortium will conduct regular progress-review meetings and use the developing data workgroup to improve common definitions, data quality, interpretation, and follow-up. Adult school and community college members will implement the completed data-sharing memorandum of understanding to better identify transition gaps and track long-term outcomes. Member agencies will use TOPSPro Enterprise, community college MIS, DataVista, CAEP Fact Sheets, local student-information systems, WASC evidence, Continuous Improvement Plans, self-studies, program reviews, surveys, interviews, and partner feedback.

Results will be reviewed by program area, member agency, location, and relevant student populations when data are available. SCAEC will use the findings to identify equity and service gaps, adjust outreach and scheduling, target student supports, refine curriculum and professional learning, strengthen partnerships, and redirect resources when progress is below expectations.

SECTION 2: ASSESSMENT

Measuring Effectiveness and Progress Toward Identified Needs

SCAEC will measure effectiveness through state CAEP metrics, local indicators, implementation milestones, and qualitative review. Measures will include enrollment and participation by program, site, location, and available student characteristics; student retention and persistence; course and program completion; high school diploma and equivalency attainment; educational functioning level gains; assessment scores and measurable skill gains; certificates and credentials earned; transitions to ASE, CTE, non-developmental credit coursework, postsecondary education, training, and employment; and use of counseling, transition, tutoring, technology, and other support services.

Local indicators will be used to determine whether access, awareness, and service capacity are improving. These indicators may include:

- Course sections, locations, and instructional modalities offered
- Participation in accelerated, hybrid, online, evening, weekend, and other flexible learning models
- Waitlist size and movement
- Successful enrollment following outreach, intake, orientation, and assessment
- Student access to technology, devices, internet connectivity, and digital-literacy instruction

- Students served by counselors, transition specialists, and other existing support personnel
- Referrals and connections to existing transportation, childcare, food, housing, legal, citizenship, mental health, disability, and community resources
- Participation in college, career, citizenship, and workforce-transition activities
- Employer engagement, advisory participation, work-based learning, and career-exploration opportunities
- Outreach activities that increase student and community awareness of available adult education services
- Activities that increase employer awareness of SCAEC programs, training opportunities, and potential partnerships
- Progress in strengthening partnerships among adult schools, community colleges, workforce agencies, employers, and community organizations
- Completion of Annual Plan activities and deliverables

SCAEC will conduct regular progress-review meetings and use the developing consortium data workgroup to improve data definitions, quality, interpretation, and follow-up. Adult school and community college members will implement the completed data-sharing memorandum of understanding to strengthen analysis of transition gaps and long-term educational and employment outcomes.

Information will be drawn from the CAEP Consortium Fact Sheet, DataVista, TOPSPro Enterprise, community college MIS, local student-information systems, population and demographic data, regional education and workforce plans, labor-market information, student needs assessments, partner meetings, community partner input, employer input, staff input, surveys, interviews, focus groups, and research or analysis conducted by external consultants when applicable. SCAEC will also use WASC accreditation evidence, Continuous Improvement Plans, self-studies, program reviews, and other locally developed information.

Results will be reviewed to identify disparities by program, geography, and student population when data are available. Findings will inform adjustments to scheduling, outreach, student supports, professional learning, curriculum, partnerships, and resource allocation. Progress will be demonstrated not only by higher participation and outcomes, but also by more consistent implementation and stronger coordination across member agencies.

Further Context on Regional Needs

Adults served by SCAEC face overlapping educational, economic, geographic, language, technology, and access barriers. The consortium serves a large and diverse region that includes urban centers as well as rural, agricultural, and mountainous communities. Rural learners may have fewer nearby classes, testing sites, counseling services, college transition resources,

employers, and community supports. Working adults, including those with seasonal, evening, or shift-based schedules, often need flexible instructional options and multiple entry points throughout the year.

Persistent educational needs include foundational literacy and numeracy, English language development, digital literacy, high school diploma and equivalency completion, citizenship preparation, career planning, short-term workforce training, and pathways into college and living-wage employment. Students may also need transportation, childcare, food, housing, legal or citizenship assistance, mental health referrals, technology, internet access, and help navigating complex educational and workforce systems. Immigrant and refugee learners, adults with disabilities, low-income adults, unemployed or underemployed residents, and learners returning after long absences may require coordinated academic and nonacademic support.

SCAEC uses an ongoing data-informed process rather than a one-time needs assessment. Member agencies and consortium staff review enrollment, persistence, completion, assessment, transition, and support-service information together with labor-market data, WASC and program-review findings, student and staff input, and information from colleges, employers, workforce boards, libraries, family resource centers, immigrant-serving organizations, food banks, and other community partners.

Needs will be addressed through sustained and expanded instruction; flexible in-person, hybrid, online, evening, and weekend delivery; stronger onboarding and counseling; short-term CTE and accelerated learning models; improved referrals for wraparound services; digital-access strategies; professional learning; and clearer transitions among adult schools, community colleges, training providers, workforce agencies, and employers. SCAEC will continue the Student Ambassador Program and SCCCD/SCAEC College Showcase, connect with family resource centers and local nonprofits, provide recurring outreach at the Fresno Mission City Center, develop an advisory panel, strengthen the consortium data workgroup, and pursue funding beyond CAEP and WIOA when appropriate.

SECTION 3: ACTIVITIES & OUTCOMES

Objective 1: Address Educational Needs

This objective focuses on actions taken by consortium members to address the identified educational needs of adults in the region. This includes providing programs, making them accessible, and removing barriers to participation and success.

Activity #1: Enhance Marketing, Awareness, and Community Outreach

There is a clear need for better promotion of adult education programs, clearer information about enrollment processes and financial aid, and deeper partnerships with community-based organizations (CBOs) and nonprofits. Many prospective students remain unaware of available services or how to access them, especially in underserved communities. Increased and coordinated outreach is needed to reduce access barriers and strengthen regional awareness of adult learning opportunities.

This activity aims to significantly increase regional awareness of adult school and community college programs through strategic marketing and community engagement. SCAEC members will enhance outreach by collaborating with CBOs, nonprofits, and workforce partners to promote available educational pathways and support services. The effort includes expanding partnerships, creating unified messaging, and offering direct engagement at community events. Special emphasis will be placed on promoting ESL, CTE, ABE/ASE, and short-term training programs, with messaging tailored to reach low-income, English language learners, and long-term unemployed adults.

Members will design and update outreach materials, including flyers, brochures, and a new one-sheet highlighting key programs. A distribution plan will be developed to ensure coverage across the subregion. Members will also maintain a coordinated online presence through social media campaigns, use of ParentSquare, and billboards in Fresno and Madera. Outreach teams will participate in community events and establish a shared digital repository for resource materials. Site teams will also host and attend local events featuring booths, program demonstrations, and enrollment assistance. Collaboration with partners like the Fresno County Workforce Development Board, the Workforce Board of Madera County, and regional media outlets will extend reach. Targeted efforts will promote programs that offer clear transitions to employment.

Key Deliverables:

- New and updated outreach materials (flyers, brochures, one-sheets)
- A promotional template for partner customization
- Social media campaign assets and billboards
- Event participation logs and community engagement summaries
- Distribution plan outlining partner sites and coverage zones
- Shared resource repository for all consortium members
- Documented partnerships with CBOs and industry groups
- Collaborative workshop and career fair schedules
- Reports on referrals, enrollments, and engagement levels

Responsible Members:

Caruthers Adult School, Clovis Community College, Golden Valley Adult School, Washington Adult School, Madera Community College, and FCSS ROP will take lead roles. Activities will be coordinated consortium-wide.

Short-Term Outcomes (12 months):

- New outreach materials in circulation
- Updated program information distributed across the subregion
- Stronger relationships formed with CBOs and workforce partners
- Early increase in inquiries and engagement

Intermediate Outcomes (1–3 years):

- Broader awareness of adult education programs
- Increased enrollment and participation across ESL, ABE, ASE, and CTE
- Established communication plans and outreach systems across sites

Long-Term Outcomes (3–5 years):

- Sustained increase in enrollment among immigrants and underserved populations
- Improved transition outcomes through targeted program promotion
- Evaluation completed on partnership impact and outreach effectiveness
- Early evidence of improved employment and educational attainment

Impact on Student Barriers and Adult Education Metrics:

This activity addresses barriers such as limited English proficiency (ELL), low literacy, low income, and long-term unemployment by raising awareness and improving access to services. Through targeted messaging and deeper engagement with partners, the activity will contribute to key metrics, including:

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Long Term Unemployed
- Low Income
- Low Literacy
- ASE
- CTE
- ESL
- Diploma, GED, or Equivalency

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Caruthers Adult School	March 20, 2028
Dean	Clovis Community College	March 20, 2028
Principal	Golden Valley Adult School	March 20, 2028
Principal	Washington Adult School	March 20, 2028
Dean	Madera Community College	March 20, 2028
Executive Director	FCSS ROP	March 20, 2028

Activity #2: Improve High School Diploma/Equivalency Programs

A critical barrier to adult student success in the SCAEC region is the lack of a high school diploma or equivalent. With 35% of adults lacking this foundational credential, access to High School Diploma (HSD) and High School Equivalency (HSE) programs, GED, and HiSET is vital for unlocking career and postsecondary opportunities. This activity addresses that need by expanding and strengthening adult secondary education offerings across the consortium.

This activity supports the implementation, enhancement, and continuation of HSD and HSE programs across multiple sites. It includes structured curriculum development aligned with GED/HiSET requirements, flexible class schedules (evening, online, hybrid), academic and transition support services, and removing financial barriers such as testing fees. The activity also prioritizes robust enrollment outreach, centralized program messaging, and progress tracking systems to support student achievement and continuous improvement. Core program elements include orientation, online instruction, teacher facilitation, and transition services.

Sites will offer HSD and HSE courses using a combination of in-person and online delivery models. Outreach efforts will target underserved populations, and structured academic supports, such as tutoring, study groups, and personalized planning, will be embedded to increase retention and success. Staff will track progress and adjust instruction as needed. Career and academic counseling will be integrated to support transitions into postsecondary education and employment. Programs will also develop articulation agreements with community colleges and expand career pathways as students progress. Financial support for GED/HiSET testing will be provided, where possible, to eliminate cost barriers.

Key Deliverables:

- Documented articulation agreements with local colleges
- Adopted GED/HiSET-aligned curriculum and structured study plans
- Baseline and growth tracking of GED/HiSET completion rates
- Outreach campaign plans and reports
- Student progress tracking systems
- Adult Diploma & HSE Pathway documentation

- Expanded and flexible class schedules (online/evening)
- Orientation materials, instruction plans, and teacher support protocols
- Transition and counseling service implementation logs

Responsible Members:
Caruthers Adult School, Kings Canyon Adult School, and Washington Adult School will lead this activity, supported by district staff, directors, site administrators, counselors, and the SCAEC Transition Specialist.

Short-Term Outcomes (12 months):
- Continued delivery of HSD and HSE courses
- Baseline data collected on GED/HiSET completions
- Development or adoption of an aligned curriculum and outreach plans
- Student engagement through structured orientation and online learning

Intermediate Outcomes (1–3 years):
- 20% increase in diploma and HSE graduates
- 25% increase in GED/HiSET completions (relative to baseline)
- Expanded flexible scheduling options to increase access
- Strengthened academic support and increased student retention
- Targeted interventions for at-risk students
- Ongoing curriculum refinement and personalized learning plans

Long-Term Outcomes (3–5 years):
- 40% growth in GED/HiSET completions
- Fully integrated academic and career counseling for diploma and equivalency students
- Expanded partnerships and marketing to reach new learners
- Established college articulation agreements
- Embedded continuous improvement for long-term program sustainability
- Broader integration of workforce readiness into diploma and HSE programs

Impact on Student Barriers and Adult Education Metrics:
This activity addresses key barriers adult learners face, including Low Literacy, Low Income, ELL, and Long-Term Unemployment, by providing accessible secondary education pathways and support services. It directly contributes to key CAEP metrics by increasing diploma and equivalency attainment, improving participant retention, and supporting transitions to college and employment. Through aligned curriculum, testing access, and transition support, this activity ensures that adult learners are better equipped to meet educational and career goals.

- All: Participants
- All: Reportable Individuals
- Median Change in Earnings
- Long Term Unemployed
- Low Income
- Low Literacy
- ASE
- Diploma, GED, or Equivalency

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Caruthers Adult School	6/30/2028
Principal	Kings Canyon Adult School	6/30/2028
Principal	Washington Adult School	6/30/2028

Activity #3: Expand and Enhance CTE Programs and Workforce Training

This activity addresses regional labor market demand and student employment barriers by expanding and strengthening Career Technical Education (CTE) offerings and workforce training opportunities. With significant demand for skilled workers in industries such as health care, business and entrepreneurship, transportation, and public service, this activity focuses on aligning educational programs with regional workforce priorities and increasing access to short-term credential opportunities that lead to living-wage employment.

Consortium members will develop and expand CTE courses and workforce preparation programs, particularly in high-demand industries. This includes launching new courses (e.g., Business and Entrepreneurship), exploring program development in additional sectors (e.g., transportation), creating short-term certification options, and increasing alignment with employer needs. Activities also include curriculum development, collaboration with Valley ROP and workforce boards, planning industry engagement events (e.g., EMT Collaboration Day), establishing training hubs (e.g., Online EMT Instructor Hub), and creating partnerships with employers and school districts to address workforce pipeline gaps, such as the need for paraprofessionals.

The following actions will be undertaken:

- Launch and promote new CTE courses and pathways aligned to local job markets
- Develop shared curriculum and pacing guides (e.g., Valley ROP EMT Pacing Guide)
- Collaborate with Valley ROP, county workforce boards, and employers
- Host events with industry partners to refine offerings and encourage student-to-career transitions
- Explore CTE credentials for instructors

- Establish online instructor hubs and resource-sharing platforms
- Build relationships with local school districts to develop pathways (e.g., for paraprofessionals)
- Implement strategies to increase course visibility and student recruitment

Key Deliverables:

- New CTE pathways developed and implemented
- Short-term training and certification options offered
- Enrollment and course completion tracking reports
- EMT Instructor Hub and pacing guide completed and distributed
- EMT Collaboration Day held and documented
- Employer partnership logs and internship/placement reports
- Expanded CTE marketing and outreach plans
- Student certifications and transition data collected and analyzed

Responsible Members:

Chawanakee Adult School, Dinuba Adult School, FCSS ROP, Selma Adult School, Valley ROP, and Yosemite Adult School will lead implementation. Roles include site administrators, adult school instructors, special project coordinators, FCSS ROP staff, and college transition advisors.

Short-Term Outcomes (12 months):

- Completion of a new Business and Entrepreneurship course
- Additional CTE courses added to program schedules
- EMT training resources launched (guide + instructor hub)
- CTE course marketing campaign implemented
- New employer and CBO partnerships initiated
- Students begin enrollment in expanded offerings

Intermediate Outcomes (1–3 years):

- 2–3 new CTE pathways established
- At least two certification courses are offered consortium-wide
- Increased student enrollment and participation in CTE classes
- Workforce-aligned curriculum refined through industry feedback

Long-Term Outcomes (3–5 years):

- Consortium offers at least six active CTE pathways
- Two or more short-term certifications accessible to adult learners
- Substantial increase in student completion of CTE programs and certifications
- Stronger school-to-career transitions supported by industry-aligned training and credentials

Impact on Student Barriers and Adult Education Metrics:
This activity directly supports adult learners facing Low Income, Low Literacy, and Long-Term Unemployment by expanding access to skills-based, short-term workforce programs that increase employability and economic mobility. These programs also target underserved students with limited access to traditional pathways. As students complete training and earn credentials, they are more likely to gain employment and see wage increases, contributing to multiple CAEP metrics. Additionally, stronger employer partnerships and aligned curriculum enhance program quality and long-term workforce alignment.

- All: Participants
- All: Reportable Individuals
- Long Term Unemployed
- Low Income
- Low Literacy
- CTE

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Chawanakee Adult School	6/30/2028
Principal	Dinuba Adult School	6/30/2028
Executive Director	FCSS ROP	6/30/2028
Assistant Principal	Selma Adult School	6/30/2028
Superintendent	Valley ROP	6/30/2028
Principal	Yosemite Adult School	6/30/2028

Activity #4: Enhance Support for Immigrant Integration and ESL/Citizenship Programs

The region has a large immigrant population and a high percentage of adults with limited English proficiency (LEP), with over 75% of LEP adults lacking a high school diploma. This activity addresses the urgent need for expanded English as a Second Language (ESL) education, civics, and citizenship education. These services are critical for immigrant integration, career advancement, and civic engagement. Many immigrant students also require assistance navigating legal, social, and public services, which this activity supports through strategic partnerships and targeted student-focused outreach.

Consortium members will expand ESL programs and launch or enhance structured citizenship and civics education offerings. ESL instruction will be refined by developing clearly defined proficiency levels with entry/exit indicators, and student transitions to higher levels will be monitored. Citizenship programming will include curriculum development, instructor training,

mock interviews, and practice tests. Outreach campaigns will target underserved immigrant populations, and flexible scheduling (e.g., evening/weekend classes) will ensure accessibility. Partnerships with immigrant-serving community organizations will support legal aid, social services, and recruitment efforts.

The following actions will be undertaken:

- Design and implement ESL proficiency level courses with entry and exit benchmarks
- Finalize and adopt a U.S. Citizenship curriculum
- Train instructors and designate classrooms for regular citizenship instruction
- Launch flexible ESL, civics, and citizenship courses (including weekend and evening options)
- Promote classes through multilingual outreach materials and targeted campaigns
- Conduct practice citizenship exams and mock interviews
- Partner with immigrant-serving organizations to support outreach, legal, and social services
- Monitor enrollment, retention, and pass rates for continuous improvement

Key Deliverables:

- Approved and structured U.S. Citizenship curriculum
- Established ESL course sequence with clearly defined proficiency levels
- Instructor training documentation and schedules
- ESL and citizenship class schedules, including flexible options
- Enrollment and assessment data reports
- Community outreach and promotional campaign materials
- Partnership agreements with immigrant-serving organizations
- Tracking systems for civics test preparation and student progress
- Increased enrollment in ESL, basic English/math, and citizenship education

Responsible Members:

Clovis Adult School, Dinuba Adult School, Kings Canyon Adult School, and Selma Adult School will lead implementation. Key personnel include site administrators, adult school teachers, learning directors, and administrative staff.

Short-Term Outcomes (12 months):

- 10–20% increase in ESL enrollment
- Increased outreach to immigrant communities
- Launch of structured citizenship instruction
- Enrollment in ESL civics/citizenship and basic English/math

Intermediate Outcomes (1–3 years):

- ESL pathway with multiple levels established
- Entry and exit indicators implemented to guide student progression
- 50% increase in citizenship course enrollment
- Practice tests and mock interviews regularly offered
- Stronger partnerships with CBOs supporting immigrant integration
- 80% naturalization test pass rate achieved

Long-Term Outcomes (3–5 years):

- Continued high pass rates and full program participation in ESL and citizenship offerings
- Deeper integration of immigrant-serving organizations into recruitment and support
- Flexible and structured course offerings institutionalized consortium-wide

Impact on Student Barriers and Adult Education Metrics:
This activity directly serves adult learners facing barriers such as English Language Learner (ELL), Low Income, Low Literacy, and Long-Term Unemployment. By improving English proficiency, increasing access to citizenship education, and providing community-based supports, the activity enables students to better engage in education, employment, and civic life. It contributes to stronger Immigrant Integration Milestone outcomes and supports transitions to higher ESL levels and workforce pathways. Flexible scheduling and integrated legal/social services further remove obstacles to participation, helping students move toward credential attainment and improved quality of life.

- All: Participants
- All: Reportable Individuals
- Immigrant Integration Milestone
- English Language Learner
- Long Term Unemployed
- Low Income
- Low Literacy
- Migrant Farmworker
- Seasonal Farmworker
- ESL

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Clovis Adult School	6/30/2028
Principal	Dinuba Adult School	6/30/2028
Principal	Kings Canyon Adult School	6/30/2028
Assistant Principal	Selma Adult School	6/30/2028

Activity #5: Improve ABE/ASE Instruction and Curriculum

Foundational academic skill gaps remain widespread across the region, with significant numbers of adults needing support in basic English, math, reading, and writing. Many students lack the literacy and numeracy skills needed to succeed in higher education, workforce training, or employment. Enhancing Adult Basic Education (ABE) and Adult Secondary Education (ASE) instruction is a critical regional priority to improve educational access, persistence, and outcomes. The need also includes modernizing curriculum, supporting instruction through flexible modalities, and using data systems to better understand and meet learner needs.

This activity focuses on expanding and enhancing ABE and ASE programs to improve the quality, accessibility, and relevance of instruction. Participating members will develop and adopt updated teaching resources and curriculum aligned with adult learning principles. Instruction will be delivered through in-person, hybrid, online, and self-paced options to increase flexibility. Teachers will receive training in adult learning methodologies and foundational literacy/numeracy instruction. Students will have access to core subjects (Math and ELA), learning labs, and study halls. The activity also includes the development and implementation of comprehensive data collection systems to track academic progress, identify gaps, and inform program adjustments.

The following actions will be undertaken:

- Train educators in adult learning strategies and update curriculum materials
- Deliver foundational courses in reading, writing, English, and math
- Expand delivery through self-paced, hybrid, and online formats
- Create spaces for study hall and computer labs
- Launch systems to track student enrollment, completion, and academic progress
- Identify and address student learning gaps and instructional needs
- Implement adaptive and flexible program schedules to meet working adult needs

Key Deliverables:

- New and updated ABE/ASE curriculum and teaching resources
- Educator professional development and retention strategies
- Increased enrollment in basic English and math classes
- Flexible instructional models, including online and hybrid options
- Study hall/computer lab facilities established
- Progress monitoring systems for ABE/ASE students
- Reports on learner persistence, transitions, and achievement of outcomes
- Improved systems for identifying instructional gaps and targeting support

Responsible Members:

Clovis Adult School, Chawanakee Adult School, Golden Valley Adult School, Selma Adult School, and Central Adult School are participating. Roles include teachers, administrators, site leadership, district IT departments, and adult education staff.

Outcomes (Within 12 Months):

- Students enrolled in basic English and math
- Full implementation of hybrid and online classes for waitlisted students
- Data system operational to track progress and guide instruction

Outcomes (Years 1–3):

- Increase in high school diploma and course completions
- Over 20 students complete NEDP pathway
- More students transitioned into HSD programs

Outcomes (Years 4–5):

- Expansion of services to students beyond the immediate region
- Continued increase in learner completions and persistence
- Stronger use of student data to inform continuous improvement

Impact on Student Barriers and Adult Education Metrics:
This activity targets adults with foundational skill gaps by providing instruction in basic literacy and numeracy, addressing barriers such as Low Literacy, Low Income, Long-Term Unemployed, and English Language Learners (ELL). Flexible and supportive instructional formats reduce common barriers to participation, such as work schedules and limited transportation. Data-driven systems enhance student success by allowing for early identification of learning gaps and targeted interventions. The activity contributes directly to student gains in educational functioning, diploma or equivalency completion, and long-term learning persistence.

- All: Participants
- All: Reportable Individuals
- Completed Educational Functioning Level Gain
- English Language Learner
- Long Term Unemployed
- Low Income
- Low Literacy
- ABE
- ASE
- ESL
- Diploma, GED, or Equivalency
- Transition to ASE

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Central Adult School	6/30/2028
Principal	Clovis Adult Education	6/30/2028
Principal	Chawanakee Adult School	6/30/2028
Principal	Golden Valley Adult School	6/30/2028
Assistant Principal	Selma Adult School	6/30/2028

Objective 2: Improve Integration of Services & Transitions

This objective focuses on creating seamless connections between adult education programs, student services, postsecondary education, and employment pathways. Consortium members are working to align enrollment systems, transition services, and partnerships to ensure adult learners experience coordinated and supportive progress through education and into the workforce. Activities under this objective aim to reduce duplication, bridge service gaps, and improve student outcomes through stronger collaboration and streamlined processes.

Activity #1: Enhance Student Onboarding, Enrollment, and Orientation

A seamless and supportive entry experience is critical to student success. Many adults entering education face confusion, frustration, or discouragement during enrollment and orientation. This activity addresses those barriers by improving the student onboarding process, streamlining enrollment procedures, and providing clear, consistent orientation experiences. These improvements help students understand available programs and services, connect to counseling and transition support earlier, and enter programs with greater confidence and clarity.

This activity focuses on reimagining the student entry experience. It involves implementing enhanced orientation sessions, streamlining enrollment systems, and offering more intentional onboarding that integrates counseling, academic planning, and awareness of career and college pathways from the outset. Monthly or bi-monthly orientations will be provided to ensure timely access. Proactive outreach strategies, such as classroom visits, peer ambassador programs, and digital communications, will be used to reach students at key moments. A structured onboarding system, supported by updated materials and defined processes, will ensure consistent and supportive entry for all students.

Fresno Adult School is piloting an entirely redesigned intake and enrollment process that aligns with this strategy. Their approach includes assigning staff roles (e.g., Orientation Advisor, Assessment Advisor) to guide students through a personalized intake sequence that connects each step, assessment, goal setting, transcript review, placement, and orientation. The redesigned system improves flow, supports student persistence, and embeds access to transition and counseling services from the start.

The following actions will be undertaken:

- Host monthly or bi-monthly orientation sessions
- Develop and distribute onboarding materials, including a student-facing roadmap of services and pathways
- Translate critical communications to Spanish
- Train staff on simplified and consistent enrollment procedures
- Provide early access to academic counseling and career services
- Utilize classroom visits and peer-led outreach to reinforce messaging
- Conduct a graduation exit survey to assess transition and counseling service needs
- Develop academic counseling systems tailored to adult education pathways
- Track onboarding participation and correlate with eligibility and persistence
- Implement a redesigned onboarding workflow, assigning specialized advisors and integrating orientation with assessment and placement

Key Deliverables:

- Published program and pathway roadmap for students and advisors
- Simplified enrollment processes and materials
- Increased access to counseling and academic planning during intake
- Enrollment materials provided in Spanish
- Orientation agendas, materials, and attendance logs
- Student engagement and eligibility tracking reports
- Exit survey results from diploma students to assess support needs
- Academic counseling support structure and delivery system
- Documented process development for general enrollment and adult learner dual enrollment
- Documented onboarding workflow model with advisor roles and responsibilities

Responsible Members:

Clovis Adult School, Dinuba Adult School, Fresno Adult School, Reedley College, Golden Valley Adult School, and Kings Canyon Adult School, with site administrators, counselors, transition specialists, and teachers responsible for implementation.

Short-Term Outcomes (12 Months):

- Develop and implement a school-wide orientation system
- Reduce the number of students not qualifying for CAEP eligibility
- Launch academic counseling support systems
- Graduation exit survey administered to diploma students
- Begin sharing onboarding materials such as roadmaps and service guides
- Launch Fresno Adult School's redesigned onboarding system
- Increase the successful enrollment rate to 55%

Intermediate Outcomes (1–3 Years):

- Increased student engagement and connection to programs
- Improved student understanding of available resources and pathways
- Higher participation in additional coursework (college, job training, certifications)
- Increase in students seeking and receiving academic and career counseling

Long-Term Outcomes (4–5 Years):

- Orientation and onboarding processes become institutionalized
- Onboarding agenda and support systems are embedded in standard practices
- Increased retention, transition, and program completion rates across member sites

Impact on Student Barriers and Adult Education Metrics:
By improving access to information and support at the earliest point of student entry, this activity addresses barriers such as Low Literacy, Low Income, and Long-Term Unemployed, which are often tied to a lack of knowledge about programs or confidence navigating complex systems. A strong onboarding process leads to increased eligibility, participation, and persistence. Connecting students early to counseling and transition pathways supports longer-term success in educational, career, and training programs.

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Long Term Unemployed
- Low Income
- Low Literacy
- ABE
- ASE
- CTE
- Child School Success
- ESL
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Postsecondary Credential
- Transition to ASE
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Clovis Adult School	6/30/2028
Principal	Dinuba Adult School	6/30/2028
Principal	Fresno Adult School	6/30/2028
Principal	Golden Valley Adult School	6/30/2028
Principal	Kings Canyon Adult School	6/30/2028

Objective 3: Improve Effectiveness of Services

This objective addresses the need to strengthen the quality, reach, and impact of adult education programs through better planning, professional development, promotion, technology access, and support services. SCAEC members are enhancing instructional models, expanding digital learning, investing in staff training, and using data to drive continuous improvement. Activities in this section are designed to boost student persistence, learning gains, and overall program performance by refining how services are delivered and supported.

Activity #1: Strengthen Transition Services and Counseling

This activity addresses the need to improve access to and knowledge of transition specialists and counseling services. With many adult students unfamiliar with academic and career pathways, dedicated support is essential for navigating educational systems, accessing financial aid, and transitioning to postsecondary or workforce opportunities. Strengthening these services supports higher completion rates, persistence, and long-term success in both academic and employment outcomes.

This activity focuses on embedding and expanding transition support within adult education programs. Transition advisors will be placed directly in school programs, increasing student contact through proactive outreach, one-on-one meetings, and workshops. Students will receive personalized support navigating college applications, financial aid processes, and career exploration. Schools will host regular semi-annual coordination meetings between transition specialists, college counselors, and partners to ensure alignment and identify service gaps. Data tracking systems will monitor progress and inform best practices. Where feasible, sites may explore hiring additional school counselors to expand services.

How the Activity Will Be Carried Out:

- Embed transition advisors into school sites and programs
- Provide proactive student outreach, including classroom visits and targeted campaigns
- Offer one-on-one assistance and workshops on college applications, FAFSA, and program enrollment
- Coordinate regular (biannual) meetings with adult schools, community colleges, and workforce partners

- Track student progress and outcomes related to transitions
- Survey staff on coordination efforts to inform improvements
- Develop and implement academic counseling systems at each site
- Evaluate the feasibility and budget for adding school counseling staff

Key Deliverables:

- Transition specialist service logs and student contact reports
- Workshop attendance logs and application submission data
- Staff survey results on coordination and service improvements
- Transition data tracking reports
- Implementation of structured counseling support systems
- Biannual partner meeting agendas and summary reports
- A clearly documented and seamless transition process for programs like HiSET

Responsible Members:

Clovis Adult School, Dinuba Adult School, Kings Canyon Adult School, Caruthers Adult School, and other SCAEC members, with participation from school principals, site leadership, counselors, teachers, transition specialists, and SCAEC consortium staff.

Short-Term Outcomes (12 Months):

- Capture baseline data on student transitions
- Implement systems for tracking transition metrics
- Staff surveys show improved coordination and buy-in
- Explore hiring an additional school counselor

Intermediate Outcomes (1–3 Years):

- Increase the number of students meeting with transition specialists and counselors
- Launch targeted academic planning and counseling interventions
- Improve service quality as measured by evaluation results and follow-up surveys
- Support seamless transitions for programs like HiSET in partnership with Fresno Adult School
- Build stronger employer and community partnerships for workforce transitions

Long-Term Outcomes (4–5 Years):

- Institutionalize best practices in transition service delivery
- Demonstrate increased transitions to postsecondary education, CTE, and employment
- Reduce student drop-off at transition points
- Create a seamless and well-communicated transition process between CUSD, Fresno Adult, and SCAEC partners
- Track long-term student outcomes related to transitions and adjust programming accordingly

Impact on Student Barriers and Adult Education Metrics:
This activity helps address barriers such as Low Literacy, Low Income, and Long-Term Unemployed by offering individualized, sustained support in navigating postsecondary and employment pathways. By making transitions more accessible and better supported, the activity directly impacts metrics such as Participants with Transition to Postsecondary (CTE and credit), Participants Who Became Employed in the 2nd Quarter After Exit, and Participants Who Earn a High School Diploma or Equivalency. Stronger support and counseling also drive improvements in student retention, perseverance, and overall completion rates.

- All: Participants
- All: Reportable Individuals
- Employed in the 2nd Quarter After Exit
- CTE
- Short-Term CTE
- Diploma, GED, or Equivalency
- Postsecondary Credential
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Caruthers Adult School	6/30/2028
Principal	Clovis Adult School	6/30/2028
Principal	Dinuba Adult School	6/30/2028
Principal	Kings Canyon Adult School	6/30/2028

Activity #2: Strengthen Partnerships with Community-Based Organizations and Employers

This activity addresses the need to strengthen coordination between adult education programs and community-based organizations (CBOs), nonprofits, workforce development boards, and employers. It supports improved access to wraparound services, builds more robust education-to-employment pipelines, and ensures programs remain aligned with regional workforce needs. Underserved students, including those facing poverty, unemployment, or lacking basic services, benefit when partnerships are leveraged to provide integrated support and job connections.

This activity aims to expand, formalize, and sustain partnerships that enhance outreach, reduce service gaps, and create direct connections between students and employment. It includes ongoing engagement with advisory groups such as the San Joaquin Manufacturing Alliance, collaboration with workforce boards (e.g., Fresno Regional WDB), and the establishment of

shared resource pools. Activities include partnering with organizations like the Central California Food Bank to deliver wraparound supports like food access. Employer collaborations are designed to create internship and job placement opportunities and inform new course development in high-demand fields.

The following actions will be undertaken:

- Host regular meetings with CBOs, employers, and workforce boards
- Identify and establish new partnerships to support underserved communities
- Develop shared resource repositories with nonprofit and education partners
- Collaborate on curriculum development and course expansion in high-demand fields
- Partner with Valley ROP and other entities for aligned CTE programming
- Organize employer roundtables and advisory boards to guide workforce preparation
- Coordinate with wraparound service providers for student referrals (food, housing, mental health)
- Track utilization of support services and evaluate partnership outcomes

Key Deliverables:

- Partnership frameworks and MOUs with new and existing CBOs and employers
- Shared online repository of student resources and partner service referrals
- Collaborative training curricula aligned with industry needs
- New course development plans and enrollment tracking for CTE/workforce courses
- Student sign-in logs for participation in services such as food bank distributions
- Internship placement data and job transition tracking
- Marketing materials co-developed with partners to increase visibility and outreach

Responsible Members:

Selma Adult School, Chawanakee Adult School, FCSS ROP, Dinuba Adult School, Valley ROP, and Yosemite Adult School, along with adult school administrators, instructors, special project coordinators, transition counselors, and partner organizations (e.g., San Joaquin Manufacturing Alliance, Fresno Regional WDB, Central California Food Bank).

Short-Term Outcomes (12 Months):

- Develop new relationships with employer and community partners
- Adult students demonstrate increased awareness of transitions and services
- Plans for new workforce-aligned courses drafted
- New CTE offerings launched in partnership with Valley ROP
- Identification of community partners and employer collaborators

Intermediate Outcomes (1–3 Years):

- Formal partnership frameworks implemented
- Enrollment increases due to expanded outreach and support
- CTE course offerings expand to at least two certification programs
- Employer-connected internships or work-based learning placements initiated
- Student enrollment and participation in workforce courses tracked and analyzed

Long-Term Outcomes (4–5 Years):

- Students earn certifications and secure livable-wage employment
- CTE offerings increase to a minimum of six, including two short-term options
- EMT program model formalized as a cross-sector collaboration success story
- Systematic evaluation of nonprofit engagement and partnership outcomes completed
- Employer and nonprofit partnerships embedded into program infrastructure

Impact on Student Barriers and Adult Education Metrics:
This activity directly addresses Barriers, including Low Income, Long Term Unemployed, and Low Literacy, by expanding access to vital wraparound services, career preparation, and pathways into employment. Stronger collaboration increases referrals and service utilization, supporting students in navigating educational and career options. It contributes to improvements across multiple CAEP Metrics, including Number of Adults Served, Participants with Transition to Postsecondary (CTE), Participants Who Became Employed in the 2nd Quarter After Exit, and Earnings Metrics: Median Change in Earnings. Creating an ecosystem of support improves persistence, completion, and long-term student success.

- All: Participants
- All: Reportable Individuals
- Employed in the 2nd Quarter After Exit
- Median Change in Earnings
- Long Term Unemployed
- Low Income
- Low Literacy
- CTE
- Short-Term CTE
- Postsecondary Credential
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Chawanakee Adult School	6/30/2028
Principal	Dinuba Adult School	6/30/2028
Executive Director	Fresno County Superintendent of Schools, ROP	6/30/2028
Assistant Principal	Selma Adult School	6/30/2028
Superintendent	Valley ROP	6/30/2028
Principal	Yosemite Adult School	6/30/2028

Activity #3: Streamline Program Offerings and Pathways

This activity focuses on improving alignment and integration across adult education programs by clarifying pathways, reducing redundancy, and removing unnecessary obstacles for learners. Addressing the persistent issue of fragmented program structures, the strategy involves building structured learning sequences that allow adult learners to earn a high school diploma or equivalency, transition into postsecondary education or training, and advance into employment with fewer barriers. Streamlining is critical to improving equity, efficiency, and student outcomes in the region.

This activity focuses on aligning and integrating ABE, ASE, ESL, CTE, and workforce training programs to build coherent, navigable educational pathways that are easier for students to understand and access. By clearly mapping sequences toward diploma/equivalency, certification, or transition into postsecondary education or employment, consortium members reduce confusion, decrease time to completion, and improve student engagement and success. This activity is essential for ensuring adult learners can efficiently move from one program to the next without unnecessary duplication or delay.

The following actions will be undertaken:

- Gaining or re-establishing HiSET/GED testing center status to reduce exam access barriers.
- Covering student testing costs to remove financial barriers to credential attainment.
- Centralizing and streamlining Adult Diploma and HSE program structures.
- Developing ESL course pathways with defined proficiency levels, entry/exit indicators, and transition targets.
- Implementing hybrid and online models that expand access for students with scheduling constraints.
- Aligning curriculum within and across agencies (e.g., Valley ROP's EMT Pacing Guide).
- Co-locating ESL and CTE programming where feasible to support integrated transitions.
- Strengthening articulation agreements, dual enrollment, and bridge programs with regional community colleges.
- Developing and updating visual career and academic pathway maps for students and advisors.

Key Deliverables:

- Increased articulation agreements with regional community colleges.
- Approved and distributed the Valley ROP EMT Pacing Guide.
- Structured Adult Diploma and HSE pathways documentation.
- ESL curriculum maps with proficiency levels and entry/exit indicators.
- Hybrid and online instructional models implemented and expanded.
- Published career and academic pathway maps accessible to students and staff.
- Enrollment reports in GED/HiSET, ESL, diploma, and CTE programs.
- Transition data tracking from adult education to postsecondary or employment.

Short-Term Outcomes (12 months):

- Proficiency-level ESL courses developed.
- Hybrid learning fully implemented with waitlisted students accessing remote content.
- EMT Pacing Guide created and distributed.
- Additional CTE courses offered.

Intermediate Outcomes (1–3 years):

- Seamless HiSET process established in collaboration with Fresno Adult School.
- ESL pathway with multiple proficiency levels and entry/exit benchmarks established.
- GED/HiSET completion rates increased by 40%.
- Diploma/HSE graduates increased by 20%.
- Instructional alignment implemented across EMT programs.
- Two or more certification-bearing CTE courses added.

Long-Term Outcomes (3–5 years):

- Institutionalized HiSET coordination across sites with stakeholder alignment.
- At least six CTE pathways implemented, including two short-term certifications.
- EMT bridge program launched to connect to paramedic or fire science fields.
- EMT pathway serves as a model for cross-sector regional collaboration.

Impact on Student Barriers and Adult Education Metrics:

This activity addresses barriers such as Low Literacy, Low Income, and Long Term Unemployed by providing clearer, faster, and more affordable access to education and training. By reducing structural confusion and aligning credentials with postsecondary and employment goals, the activity supports improved transitions, increased enrollment, and measurable gains in student success. Key CAEP metrics influenced include:

- All: Participants
- All: Reportable Individuals
- Long Term Unemployed

- Low Income
- Low Literacy
- CTE
- Short-Term CTE
- Postsecondary Credential
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Superintendent	Valley ROP	6/30/2028

Activity #4: Improve Program Promotion and Community Awareness

This activity focuses on expanding and improving outreach, marketing, and communication efforts to raise awareness of adult education programs, enrollment opportunities, and support services. By proactively engaging the community, especially underserved populations, this activity aims to increase participation, support equitable access, and enhance outcomes such as program enrollment, persistence, and transitions to postsecondary or career pathways.

The following actions will be undertaken:

- Hosting Community Resource Fairs to connect with prospective students and community organizations directly.
- Distributing new and updated flyers, brochures, and one-sheets across schools, community centers, and employer sites.
- Launching coordinated outreach campaigns using ParentSquare, social media platforms, billboards, and local media outlets.
- Holding regular meetings with community-based organizations to collaborate on outreach strategies and coordinate service delivery.
- Developing a shared promotional template that all consortium members can adapt.
- Collaborating across sites to align messaging, share outreach responsibilities, and build consistent visibility.

Responsible Members: Caruthers Adult School, Madera Community College, Washington Adult School, FCSS ROP, and other consortium members will collaborate on shared promotion efforts.

Key Deliverables:

- A comprehensive and updated one-sheet of adult education offerings.
- A shared promotional material template for local customization.
- A published program roadmap for students and advisors.

- A regional Distribution Plan targeting underserved areas.
- Marketing campaigns launched across digital and traditional platforms.
- Outreach collaboration reports with community partners.

Short-Term Outcomes (12 months):

- Increased visibility through ParentSquare, social media, billboards, and news outlets.
- Growth in inquiries and applications due to improved promotional materials and accessibility of information.
- Community engagement through events and outreach campaigns.

Intermediate Outcomes (1–3 years):

- Increased enrollment and participation among underserved and immigrant populations.
- Valuable insights collected from campaign feedback and outreach data used to refine marketing strategies.
- Growth in local and regional partnerships supporting adult education goals.

Long-Term Outcomes (3–5 years):

- Sustained increase in enrollment and participation across all member sites.
- Enhanced program transitions for immigrant learners and other targeted groups.
- Expanded program visibility contributes to long-term student outcomes, including diploma attainment and employment.

Impact on Student Barriers and Adult Education Metrics:

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Long Term Unemployed
- Low Income
- Low Literacy
- ASE
- CTE
- ESL
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Caruthers Adult School	6/30/2028
Executive Director	FCSS ROP	6/30/2028
Dean	Madera Community College	6/30/2028
Principal	Washington Adult School	6/30/2028

Activity #5: Enhance Technology Access and Support for Digital Learning

This activity addresses the critical need for equitable access to digital learning tools and internet connectivity. Many adult learners face significant barriers related to limited or no access to reliable technology, directly impacting their ability to participate in online learning, access coursework, and complete program requirements. By improving digital access and integrating support systems, this activity increases instructional effectiveness, enhances student engagement, and accelerates academic progress.

The following actions will be undertaken:

- Identifying students with technology needs during the intake process.
- Distributing laptops, tablets, and mobile hotspots to students upon request.
- Launching a student-focused campaign to connect eligible learners with subsidized or low-cost internet plans, using newsletters, flyers, bulletin boards, and digital communication.
- Establishing partnerships with local community organizations to help deliver or fund connectivity and devices.
- Reviewing existing equipment and software agreements to assess gaps and prioritize spending on essential tools.
- Offering digital literacy workshops and supporting hybrid or mobile-friendly coursework.
- Creating systems to track technology support needs, application completion, and participation in digital learning.
- Embedding technology access processes into onboarding and orientation systems over time.

Responsible Members: Sanger Adult School, Yosemite Adult School, Madera Adult School, Clovis Adult School, and other consortium members who are involved in developing hybrid learning models and digital support systems.

Key Deliverables:

- Newsletters, flyers, and outdoor bulletin boards promoting low-cost internet programs
- Tracking tools for student participation in digital access programs
- Devices (laptops, tablets, hotspots) distributed to eligible students
- Reports on digital participation, program enrollment, and support completion

- Expanded access to online curriculum and learning platforms
- Digital learning integration into onboarding materials and orientation agendas

Short-Term Outcomes (12 months):

- Increase in students reporting internet access at home.
- At least a 30% increase in digital participation.
- More students completing the application process and receiving devices/services.
- All students who request technology support are provided devices.
- Implementation of tracking systems and local partnerships.

Intermediate Outcomes (1–3 years):

- The majority of students report reliable home internet access and regular online participation.
- Systems are in place to monitor and respond to technology support needs.
- Digital learning becomes fully integrated into instructional delivery models.
- All students who need technology continue to receive support when requested.

Long-Term Outcomes (4–5 years):

- Digital access and device distribution embedded into onboarding and orientation procedures.
- Ongoing support systems institutionalized for technology equity.
- Technology infrastructure supports long-term student engagement, success, and program completion.

Impact on Student Barriers and Adult Education Metrics:

- All: Participants
- All: Reportable Individuals
- ABE
- ASE
- CTE
- Child School Success
- ESL
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Clovis Adult School	6/30/2028
Principal	Madera Adult School	6/30/2028
Principal	Sanger Adult School	6/30/2028
Principal	Yosemite Adult School	6/30/2028

Activity #6: Provide Comprehensive Student Support Services

This activity aims to enhance academic, transition, and wraparound support services to increase student persistence, retention, and success in completing educational goals and transitioning to employment or postsecondary education. Many adult learners face complex barriers that go beyond academics, including childcare, transportation, mental health, and financial stress, which limit their ability to remain enrolled and complete programs. By expanding and integrating support services, the consortium can improve outcomes and better serve underserved populations.

The following actions will be undertaken:

- Providing academic support services such as tutoring, mentoring, study groups, and facilitated study halls or labs to help students stay on track academically. This includes expanding Early Alert systems for adult learners to identify at-risk students and proactively connect them to support services, improving persistence rates.
- Hosting semester-based Student-Centered Scheduling Summits to align programming with learner needs, including exploring and implementing flexible formats like 9-week course schedules that promote manageable progress and re-engagement.
- Creating and maintaining Community Resource Hubs that offer job and college preparedness services, internet access, technology resources, and quiet study spaces with staff support.
- Offering childcare support and covering critical costs, such as HiSET testing fees, to reduce financial and logistical barriers that commonly prevent adult learners from enrolling and completing programs.
- Embedding transition specialists and counselors within adult schools and colleges to meet frequently with students, provide guidance, and assist with navigating academic probation, financial aid, career training, and college enrollment. This includes developing inreach strategies that specifically support adult learners in resolving probation status and registering for future terms.
- Conducting proactive outreach campaigns using classroom visits, digital messaging, and targeted interactions at enrollment, mid-term, and exit points to maintain engagement and ensure students are connected to resources throughout their educational journey.
- Collaborating with community organizations to expand wraparound services such as transportation assistance, mental health referrals, and food security programs, with the goal of reducing external barriers that impact persistence and completion.
- Tracking student engagement, persistence, and transition outcomes using consortium-wide data systems, including enhanced metrics from college partners, to inform continuous improvement and increase successful transitions into postsecondary education, workforce training, and employment.

Responsible Members:
Caruthers Adult School, Fresno Adult School, Golden Valley Adult School, Madera Adult School, Parlier Adult School, Reedley College, Selma Adult School, Sierra Adult School, and Kings Canyon Adult School.

Key Deliverables:

- Community Resource Hubs in place at participating schools
- Tutoring, mentoring, and academic support programs operational
- Student transition tracking systems developed and implemented
- Increased number of students meeting with counselors and transition specialists
- Documented articulation agreements with community colleges
- Clear expectations for staff regarding student transitions
- Increased engagement in GED/HiSET and HSD programs, with structured curriculum and baseline tracking
- Reports analyzing student progress and transition outcomes
- Increased offerings within a 9-week schedule
- Increased persistence rates
- Documented inreach plan
- Documented process for noncredit to credit transition

Short-Term Outcomes (12 months):

- Introduction and communication of the goal to all responsible personnel
- Baseline data captured on student engagement with support staff
- Support systems and processes implemented across schools
- Clear expectations established for increasing transitions and support usage

Intermediate Outcomes (1–3 Years):

- GED/HiSET completion rates increase by 25% over baseline
- Academic support services strengthen retention and pass rates
- Personalized academic planning expands across programs
- More students meet regularly with counselors and transition specialists
- Increase in transitions to postsecondary or employment options

Long-Term Outcomes (4–5 Years):

- Academic and career counseling fully integrated into all GED/HiSET programs
- Mentorship programs developed, pairing new students with successful alumni
- Formalized partnerships with community agencies provide direct wraparound support
- Significant increase in student outcomes: high school diploma/HSE completion, postsecondary transition, and workforce entry

Impact on Student Barriers and Adult Education Metrics:

- All: Participants
- English Language Learner
- Low Income
- Low Literacy
- ABE
- ASE
- Diploma, GED, or Equivalency

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Caruthers Adult School	6/30/2028
Principal	Fresno Adult School	6/30/2028
Principal	Golden Valley Adult School	6/30/2028
Principal	Kings Canyon Adult School	6/30/2028
Principal	Madera Adult School	6/30/2028
Principal	Parlier Adult School	6/30/2028
Assistant Principal	Selma Adult School	6/30/2028
Principal	Sierra Adult School	6/30/2028
Dean	Reedley College	6/30/2028

Activity #7: Improve Data Collection, Analysis, and Utilization

This activity focuses on the development, implementation, and utilization of comprehensive data systems that enable consortium members to track student progress, identify learning gaps, assess program impact, and guide continuous improvement. Effective use of data is critical to ensure services remain responsive to student needs and that instructional practices are refined based on evidence. This activity supports informed decision-making, promotes accountability, and strengthens program effectiveness across adult education programs.

The following actions will be undertaken:

- Designing and launching data tracking systems to monitor student outcomes, including high school diploma and GED/HiSET completion, program persistence, transitions, and job placement.
- Establishing performance metrics to assess progress in literacy, numeracy, employment outcomes, and transition rates.
- Conducting monthly or regular data reviews to inform instructional adjustments and identify student support needs.
- Collecting and analyzing feedback from learners to guide curriculum refinement and program improvements.

- Training staff in data interpretation and the use of data for instructional planning.
- Utilizing collected data to monitor equity, participation, and success rates by demographic groups.

Kings Canyon Adult School plans to implement a system to monitor GED/HiSET student progress and apply analytics to drive Diploma/HSE growth strategies. Madera Adult School will track student progress on a monthly basis, with adjustments made based on the data. Central, Clovis, and Sierra Adult Schools will also develop systems to track learner development and support staff in using those systems effectively.

Responsible Members: Central Adult School, Clovis Adult School, Sierra Adult School, Kings Canyon Adult School, and Madera Adult School.

Key Deliverables:

- Fully implemented student data tracking systems at each participating site
- Regular progress reports identifying trends in student achievement and persistence
- Refined program offerings based on performance analytics
- Increased ability to identify and respond to student learning gaps and instructional needs
- Monthly review dashboards or summaries showing enrollment, participation, transitions, and completion metrics
- Documentation of student assistance in accessing technology and other support services

Short-Term Outcomes (12 months):

- Launch and full implementation of comprehensive data collection systems
- Capture baseline data on transitions, tech access, and program engagement
- Establish data feedback loops at the site and consortium level
- Track completion of applications for tech/internet access support
- Provide training and clear protocols for all responsible staff using data systems

Intermediate Outcomes (1–3 Years):

- Curriculum and instructional strategies refined based on student performance data
- Data-informed interventions implemented to support learner success
- Consortium-wide adoption of data-driven improvement strategies
- Increased GED/HiSET and diploma completions driven by strategic, targeted supports
- Identification of equity gaps in achievement and implementation of responsive strategies

Impact on Student Barriers and Adult Education Metrics:
This activity supports addressing barriers such as Low Literacy, Low Income, and Long Term Unemployed by enabling educators to identify at-risk learners early and intervene effectively. It contributes to the following CAEP metrics:

- All: Participants
- All: Reportable Individuals
- Long Term Unemployed
- Low Income
- Low Literacy
- ASE
- Diploma, GED, or Equivalency
- Transition to ASE
- Transition to CTE
- Transition to Non-Developmental Credit College Course

Effective use of data ensures every student receives responsive, high-quality services that lead to measurable educational and workforce gains.

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Central Adult School	6/30/2028
Principal	Clovis Adult School	6/30/2028
Principal	Kings Canyon Adult School	6/30/2028
Principal	Madera Adult School	6/30/2028
Principal	Sierra Adult School	6/30/2028

Activity #8: Enhance Professional Development for Staff

This activity focuses on building the capacity of adult education instructors, support staff, and administrators through targeted professional development (PD). Quality PD ensures staff are equipped with current instructional practices, digital learning tools, and strategies that support adult learners, including those with barriers. The significance lies in strengthening instructional quality, expanding the use of evidence-based practices, supporting new initiatives like IET and NEDP, and fostering a culture of continuous improvement, all of which improve student achievement and persistence.

The following actions will be undertaken:

- Offering quarterly PD sessions focused on adult learner engagement, Integrated Education and Training (IET), digital learning strategies, trauma-informed instruction, and AI integration.
- Conducting training programs for educators on adult learning methodologies, ESL instruction, and curriculum rollouts.
- Developing and delivering specialized training to support the implementation of the National External Diploma Program (NEDP) at Chawanakee Adult School.
- Creating an Adult Education PD Resource Hub hosted by Valley ROP, including recorded sessions, templates, and tools.

- Aligning PD with WASC accreditation processes and using feedback from self-studies to guide program improvements.
- Embedding PD into annual planning and promoting ongoing professional collaboration among faculty.

Responsible Members: Chawanakee Adult School, Clovis Adult School, Valley ROP, and all sites participating in PD sessions and resource sharing under the SCAEC umbrella.

Key Deliverables:

- Quarterly professional development sessions delivered on priority topics (e.g., IET, AI in adult ed, trauma-informed instruction)
- Creation and launch of the Valley ROP Adult Ed PD Resource Hub
- Staff trained and certified to implement the NEDP program at Chawanakee
- New teaching resources and curriculum updates developed in response to training
- Improved staff effectiveness, measured through feedback and performance indicators
- PD aligned with accreditation feedback and continuous improvement plans

Short-Term Outcomes (12 months):

- Staff at Chawanakee trained and the implementation of the NEDP initiated
- Adult educators trained in updated ABE, ASE, and ESL instructional strategies
- New curriculum materials developed integrating digital tools and workforce readiness content
- Initial WASC-related PD sessions conducted for faculty and site leaders

Intermediate Outcomes (1–3 Years):

- Continuous improvement plans developed using WASC feedback
- Greater alignment between instruction, student needs, and performance goals
- Improved faculty retention due to investment in staff development

Long-Term Outcomes (4–5 Years):

- Instructional improvements based on WASC and PD feedback are embedded in annual site planning
- PD becomes a cultural norm with ongoing stakeholder engagement in program review and strategic planning
- Increased student retention and achievement through sustained instructional improvement

Impact on Student Barriers and Adult Education Metrics:
By enhancing staff capacity, this activity indirectly supports students with barriers such as Low Literacy, ELL, Low Income, and Long Term Unemployed, ensuring they receive high-quality instruction tailored to their needs. It supports several CAEP performance metrics:

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Foster Youth
- Homeless
- Long Term Unemployed
- Low Income
- Low Literacy
- Single Parent
- ABE
- ASE
- CTE
- ESL
- Short-Term CTE
- Diploma, GED, or Equivalency

Well-supported educators drive high-impact learning environments, improving both program quality and learner success across the consortium.

Responsible Position	Responsible Member	Proposed Completion Date
Administration & Teachers	Chawanakee Adult School	6/30/2028
Administration & Teachers	Clovis Adult School	6/30/2028
Special Project Coordinator & Director of Instructional Services	Valley ROP	6/30/2028
SCAEC Staff	Consortium-Wide	6/30/2028

Activity #9: Improve Program Planning, Evaluation, and Accreditation

This activity centers on strengthening program quality and accountability through structured planning, formal evaluation, and accreditation processes, including WASC (Western Association of Schools and Colleges) self-studies. These processes ensure that adult education programs continuously improve, meet compliance standards, and deliver high-quality services to students. By embedding data collection, feedback, and stakeholder engagement into ongoing planning, programs can enhance effectiveness and long-term student outcomes.

The following actions will be undertaken:

- Conducting internal self-studies using the WASC Focus on Learning model
- Organizing and analyzing student performance data, employer input, and evidence of continuous improvement
- Hosting a mock WASC visit and compiling all required documentation for submission
- Developing a centralized WASC internal portal for real-time evidence collection

- Implementing outcome-based metrics to assess program completion, retention, and other success indicators
- Regularly reporting on program impact and outcomes
- Using evaluation data to drive strategic improvements and guide planning
- Conducting a consortium-wide needs assessment to inform program development across member agencies.

Responsible Members: Valley ROP, Clovis Adult School, and all other members who will be responsible for completing accreditation self-studies and using outcomes to inform planning and service delivery.

Key Deliverables:
- Completion and submission of the WASC Self-Study Report
- Successful WASC site visit and full six-year accreditation status granted
- Development and launch of an internal WASC evidence collection portal
- Formation of WASC leadership teams and focus area committees
- Implementation of metrics for measuring program success (e.g., completion rates, job placement)
- Regular reporting structures that document and analyze progress
- Continuous improvement plans based on evaluation and stakeholder feedback
- Consortium-wide needs assessment report to inform multi-year strategic direction

Short-Term Outcomes (12 months):
- Development and launch of an internal WASC portal for ongoing evidence collection
- Initial training sessions for staff, administrators, and faculty on WASC self-study criteria
- Formation of WASC leadership and focus area committees
- Establishment of data-driven feedback loops to improve instruction and program design

Intermediate Outcomes (1–3 Years):
- Completion and submission of the WASC Self-Study Report
- Successful site visit conducted with final commendations and recommendations
- Six-year WASC re-accreditation granted
- Implementation of continuous improvement structures based on accreditation and evaluation feedback

Long-Term Outcomes (4–5 Years):
- Mid-cycle WASC review preparation completed using real-time data and reflection
- Ongoing stakeholder engagement in program evaluation becomes institutionalized
- Instructional improvements embedded into annual program and site-level planning processes

Impact on Student Barriers and Adult Education Metrics:
Formal evaluation and accreditation ensure programs meet high standards and continuously adapt to better serve students facing barriers such as Low Literacy, Low Income, and Long-Term Unemployed. These structures validate the effectiveness of instruction and support services, which in turn support:

- All: Participants
- Long Term Unemployed
- Low Income
- Low Literacy

WASC accreditation and data-informed planning provide a clear framework for ensuring all students have access to high-quality, evidence-based adult education programs.

Responsible Position	Responsible Member	Proposed Completion Date
Administration & Teachers	Clovis Adult School	6/30/2028
Special Project Coordinator & Director of Instructional Services	Valley ROP	6/30/2028
Administrators	All K12 SCAEC Members	6/30/2028

Activity #10: Develop Flexible Service Delivery Models

This activity aims to expand and implement flexible service delivery options, such as hybrid, online, evening, and weekend classes, to improve access for adult learners balancing work, family, or other responsibilities. Flexible options are especially important for increasing participation among underserved populations, reducing program waitlists, and boosting instructional time, which supports stronger learning outcomes and retention. When integrated effectively, these models allow programs to serve more students with greater efficiency and responsiveness to individual needs.

The following actions will be undertaken:

- Offer expanded online and evening scheduling for GED/HiSET, Adult School Diploma, and HSE programs
- Develop a hybrid learning program to address student waitlists
- Evaluate and select appropriate online learning platforms
- Design hybrid course structures, including scheduling, course sequencing, and learner support models
- Develop communications and outreach to inform students of flexible options
- Identify students placed on waitlists and enroll them into hybrid alternatives
- Provide instructional access and training for both students and staff on the use of digital platforms
- Train educators and site teams to effectively deliver hybrid and online instruction

Responsible Members: Madera Adult School and Kings Canyon Adult School, as well as consortium-wide support through expanded hybrid options and integration into system-wide offerings.

Key Deliverables:

- Fully implemented hybrid program serving waitlisted students
- Expanded class schedules that include online, evening, and weekend options
- Instructional materials and onboarding guides for hybrid students
- Increased accessibility to Adult School Diploma, HSE, and GED programs through multiple modalities
- Communication and outreach plans to ensure all students are aware of their flexible options
- Staff training and digital systems prepared to deliver high-quality hybrid instruction

Short-Term Outcomes (12 months):

- Full implementation of the hybrid learning model
- Students placed on a waitlist will receive instruction and onboarding for hybrid access
- Staff trained to support hybrid learning environments

Intermediate Outcomes (1–3 Years):

- Hybrid instruction becomes a systematic option for waitlisted students
- Flexible scheduling expands to include weekend and online evening options
- 20% increase in diploma and HSE graduates, tied to expanded flexible options
- Implementation of targeted retention strategies supported by digital flexibility

Long-Term Outcomes (4–5 Years):

- Increased Educational Functioning Level (EFL) gains across ABE/ASE programs due to increased instructional hours and engagement
- Greater student persistence and completion rates
- Flexible service delivery models embedded into standard operations for broader access and responsiveness

Impact on Student Barriers and Adult Education Metrics:

This activity helps mitigate barriers such as Low Income, Long-Term Unemployment, ELL, and Limited Availability by offering accessible learning formats that work with students' schedules and obligations. By reducing program waitlists and increasing available instructional hours, the activity supports measurable growth in:

- All: Participants
- All: Reportable Individuals
- English Language Learner
- Long Term Unemployed
- Low Income
- Low Literacy

- ABE
- ASE
- CTE
- Child School Success
- ESL
- Short-Term CTE
- Workforce Preparation
- Diploma, GED, or Equivalency

Flexible delivery models ensure that no student is turned away or loses momentum due to scheduling or access issues, helping the consortium meet enrollment, completion, and transition goals across all CAEP objectives.

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Kings Canyon Adult School	6/30/2028
Principal	Madera Adult School	6/30/2028

SECTION 4: FISCAL MANAGEMENT

Alignment with the Three-Year Plan

SCAEC's planned use of its $19,634,072 final 2026-27 CAEP allocation is aligned with the certified 2025-28 Three-Year Plan and its three objectives: addressing educational needs, improving integration of services and transitions, and improving effectiveness of services. State Center Community College District (State Center CCD) serves as the fiscal agent. The final allocation includes an $87,782 May Revise cost-of-living adjustment to the preliminary allocation of $19,546,290. Member budgets and workplans will support one or more activities included in this Annual Plan and will demonstrate a direct relationship among expenditures, identified regional needs, planned services, responsible staff, and student outcomes.The largest share of resources is expected to support teaching and staff salaries because instruction, counseling, transition services, tutoring, data support, program coordination, and student services depend on qualified personnel. Funds will sustain and expand ESL, ABE, ASE, high school diploma and equivalency, NEDP where offered, CTE, short-term CTE, workforce preparation, citizenship, digital literacy, and flexible learning. Allocations may also support professional learning, instructional materials, curriculum, technology, software, equipment, outreach, facilities improvements where appropriate, and partnerships or referral systems that improve access and persistence.

These investments advance the Three-Year Plan priorities of expanding foundational skills and English-language instruction; increasing diploma, equivalency, credential, and career-pathway opportunities; improving onboarding, counseling, and transitions; strengthening employer and community partnerships; expanding flexible delivery and digital access; and improving data use and continuous improvement. SCAEC will review member plans and spending throughout the year to ensure expenditures remain allowable, timely, and connected to Annual Plan activities and CAEP metrics.

Approach to Incorporating Carryover Funds

SCAEC anticipates that one or more members may have carryover funds, often because of staffing vacancies, hiring delays, procurement timelines, or postponed implementation. Carryover will be incorporated into activities already aligned with the Three-Year Plan and this Annual Plan rather than treated as a separate planning stream. Members will identify the reason for carryover, the activity and expenditure it will support, an implementation timeline, responsible staff, and the expected student or program benefit.

Priority uses may include filling instructional or support positions; adding high-demand classes; reducing waitlists; supporting flexible or hybrid delivery; purchasing necessary technology, software, instructional materials, equipment, or facility improvements; expanding short-term CTE or workforce-aligned programming; strengthening counseling, transition, data, outreach, and wraparound support; and completing delayed professional-learning or partnership activities.

SCAEC and its fiscal agent will monitor expenditures and member spend-down plans, review progress during consortium and fiscal meetings, and provide technical assistance when implementation is delayed. When appropriate and consistent with consortium policy and law, SCAEC may revise activities, adjust timelines, or consider allocation adjustments so funds are used effectively and excessive carryover is avoided. Carryover decisions will remain tied to documented needs, approved Annual Plan activities, allowable expenditures, and measurable benefits for adult learners.

Further Context on Fund Usage

SCAEC members will use 2026–27 allocations to sustain effective adult education services and implement the activities identified in this Annual Plan. Expenditures will primarily support instructors and staff responsible for instruction, enrollment, assessment, counseling, transition services, tutoring, data management, outreach, coordination, and other existing student services. Funding may also be used to maintain or expand course sections, establish new adult education programs when need and capacity are demonstrated, and support flexible schedules and instructional modalities.

Members may purchase curriculum, instructional materials, software, licenses, technology, devices, equipment, and allowable improvements to existing facilities needed to provide safe, accessible, current, and workforce-aligned programs. Funds may also support professional learning, WASC and continuous-improvement activities, data quality and analysis, coordinated marketing, multilingual outreach, Student Ambassador activities, college and career events, employer engagement, community partnerships, articulation, and referral processes.

Each member's Budget and Workplan will identify the Annual Plan activity being supported, describe the proposed expenditure, and connect the investment to expected outcomes related to participation, persistence, completion, transition, employment, or program quality.