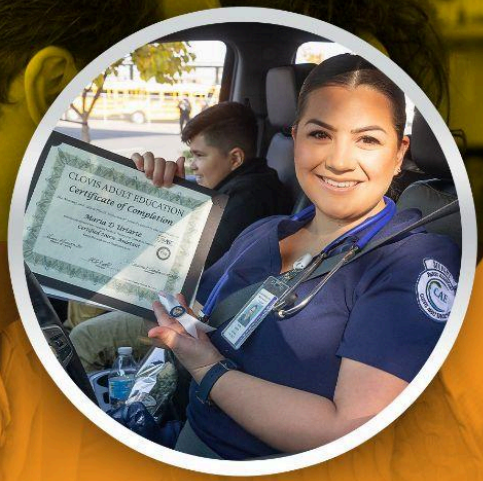
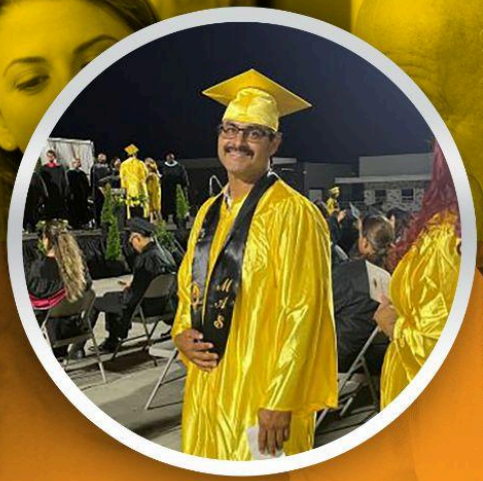
CALIFORNIA
ADULT EDUCATION
PROGRAM

State Center Adult Education Consortium

Annual Plan 2025 - 2026

SCAEC
STATE CENTER
ADULT EDUCATION CONSORTIUM





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Section 1: Plans & Goals

Executive Summary

The State Center Adult Education Consortium (SCAEC) is one of 71 adult education consortia in California. Its service area is located within the heart of the San Joaquin Valley and includes Fresno and Madera counties, as well as portions of Tulare County. Together, Fresno and Madera counties cover over 8,000 square miles and encompass mountainous, agricultural, urban, and rural communities. This vast region brings both significant opportunities for adult education and complex challenges related to geography, access, and equity. SCAEC consists of 21 member institutions, including K–12 adult schools, regional occupational programs, and community colleges, all serving a diverse population spread across Central California.

The consortium's communities face persistent needs in educational attainment, English language proficiency, digital skills, and workforce preparation. Many residents encounter barriers linked to poverty, rural isolation, and underemployment. To address these realities, SCAEC's three-year planning process engaged a broad range of stakeholders, including site administrators, counselors, teachers, transition specialists, college partners, workforce development boards, and community-based organizations. Over six months, the consortium conducted planning workshops, partner meetings, student surveys, internal evaluations, and a comprehensive needs assessment to set clear priorities and inform its mission: to close equity gaps and deliver coordinated, high-quality adult education that supports economic mobility and opportunity throughout the region.

Achievements and Progress (2024-25 Program Year):
During the previous year, SCAEC implemented major priorities outlined in the 2025-28 Three-Year Plan. Member agencies expanded ESL, ABE, and high school equivalency offerings, introduced new short-term CTE programs, and improved outreach to historically underserved populations. The consortium increased enrollment in foundational skills and career education programs, supported by targeted marketing, flexible scheduling, and additional evening and off-site classes. Expanded digital literacy instruction and device distribution helped reduce technology barriers for many students. SCAEC also strengthened onboarding and transition supports, resulting in higher retention and improved transitions to college and employment. Partnerships with local employers, community colleges, and workforce agencies led to new work-based learning

opportunities and increased alignment with labor market needs. Regular data reviews and collaborative progress meetings promoted responsiveness and continuous improvement.

Barriers:
Progress was slowed by three persistent barriers: limited funding, staffing shortages, and turnover among administrators. Financial constraints prevented the expansion of some in-demand programs and delayed upgrades to technology and facilities. Teacher and staff shortages, especially in ESL and ABE, resulted in waitlists and limited service to rural and high-need communities. Administrative changes at some member agencies temporarily disrupted program continuity and slowed decision-making. SCAEC continues to address these issues through recruitment efforts, professional development, and a focus on fiscal efficiency.

Vision and Goals for 2025-26:
For the current year, SCAEC remains committed to the vision and strategic priorities in its 2025-28 Three-Year Plan. The consortium's primary goals include expanding foundational skills instruction, scaling up ESL and immigrant integration programs, strengthening CTE and workforce training, improving transitions and counseling, and closing digital equity gaps. This year's plan places special emphasis on growing short-term credential and work-based learning opportunities, increasing flexible and online course offerings, and strengthening wraparound supports such as counseling, tutoring, and digital access.

Alignment of Planned Allocations:
All planned allocations for 2025-26 are tightly aligned with the Three-Year Plan. The largest share of funds will support salaries for instructors, support staff, and program coordinators needed to expand high-demand courses and student services. Additional funds are directed toward upgrading classroom technology, purchasing instructional materials and equipment, and offering professional development to improve instructional quality. Investments in marketing and outreach are designed to boost awareness and reach new learners, especially in underserved and rural communities. Carryover funds and targeted grants will be used to pilot innovative programs, address urgent staffing or technology needs, and support accelerated pathways to college and employment.

By targeting resources to proven strategies and areas of greatest need, SCAEC is building capacity, improving program quality, and delivering measurable results for adult learners. The consortium's approach is grounded in data, informed by direct community and employer input, and aligned with the state's adult education priorities. Through these efforts, SCAEC is committed to advancing educational attainment, economic opportunity, and equity across the Central Valley.

Alignment and Evolution of Annual Goals

SCAEC's 2025-26 annual goals are essentially the same as the goals set in 2024-25. Both years focus on expanding foundational skills, increasing access and support for ESL and immigrant integration, strengthening CTE and workforce programs, improving transitions and counseling, and growing digital access. The primary difference is a stronger emphasis this year on scaling up short-term, stackable credential programs, increasing hands-on work-based learning opportunities, and expanding digital inclusion efforts based on the results from the previous program year. Otherwise, there is no significant shift in priorities, just a recalibration of emphasis or implementation approach.

Progress Made Toward Previous Year's Goals

During the 2024-25 program year, SCAEC delivered tangible progress on nearly every priority set in the annual plan. The expansion and increased enrollment in ESL courses are a prime example. Multiple member sites hired new instructors, added sections, and expanded program hours to address waitlists and better serve high-need communities. Fresno Adult School, for example, launched five additional ESL courses at off-site locations with cost-free childcare to remove access barriers for parents. Kings Canyon, Parlier, and Madera Community College all reported similar increases in ESL and ABE offerings.

CTE programs grew substantially. New courses in high-demand areas like welding, EMT, and CNA were developed and implemented, with many programs reporting full enrollment and waitlists. Valley ROP's EMT boot camp became a standout, placing graduates in local jobs almost immediately upon completion. Other sites launched short-term credential programs tied directly to industry needs, and some provided students with access to work-based learning opportunities such as internships or job shadowing, although still on a limited basis compared to demand.

On the student support side, SCAEC member sites ramped up onboarding and orientation practices, with over 100 orientation sessions reported during the year. These sessions, along with new academic planning and counseling structures, gave students a clearer sense of their pathways and available resources, contributing to stronger retention and transition outcomes. Student engagement rose, as did measurable skill gains and completion rates for students in high school diploma, GED, and ESL programs.

The digital divide was targeted through expanded digital literacy offerings and device loan programs. Fresno Adult School and Madera Community College both implemented new digital literacy courses, while multiple sites reported distributing laptops and Wi-Fi hotspots to students lacking reliable home technology.

Community engagement improved through new resource fairs, expanded partnerships with local employers and colleges, and a well-coordinated marketing campaign. The “I am an Adult Education Student” campaign boosted program visibility and contributed to overall enrollment gains.

Data and regular performance reviews became a routine part of SCAEC’s management structure, enabling the consortium to better track progress, identify gaps, and reallocate resources as needed. The increased use of self-assessment tools at the site level helped surface issues before they became systemic problems and promoted a culture of continuous improvement.

While not all metrics were met or exceeded, and some programs are still recovering from pre-pandemic levels, the 2024-25 program year demonstrated that the strategies and investments outlined in the previous annual plan were effective at moving the needle on enrollment, student outcomes, and system alignment.

Barriers to Achieving Previous Year’s Goals

SCAEC faced three significant barriers in making progress toward its previous program year goals: a lack of financial resources, a shortage of human resources, and changes in administrative leadership.

Lack of financial resources was a persistent challenge for many consortium members. Although the consortium strategically allocated available CAEP funds and pursued additional funding, the reality is that demand for new programs, technology upgrades, student support, and expanded services consistently outstripped the budget. Several member agencies were unable to launch planned classes or expand high-demand offerings because the funding simply was not available. Investments in updated facilities, equipment, and outreach initiatives were also limited by budget constraints, forcing sites to make difficult decisions about priorities.

Lack of human resources was another ongoing obstacle. Many member agencies continued to struggle with recruiting and retaining qualified teachers, teaching assistants, and support staff. This shortage was particularly acute for ESL, ABE, and high school diploma programs, resulting in persistent waitlists, canceled classes, and restrictions on the number of students who could be served. The lack of available staff also hindered the expansion of essential student support services, including counseling, onboarding, and tutoring. With fewer people on hand, some students did not get the individualized guidance and support they needed to succeed.

Change in administrators created additional disruptions and slowed progress on key initiatives. Several member sites experienced turnover among principals, site leaders, or program managers. These leadership changes resulted in some initiatives losing momentum or having to be restarted. In some cases, the transition period between outgoing and incoming administrators led to delays in decision-making, communication breakdowns, and a loss of institutional knowledge, all of which hindered the implementation of new strategies or programs.

Taken together, these barriers limited SCAEC's ability to fully realize its goals for the year. The consortium continues to work on solutions, including exploring new funding streams, establishing a more stable staffing pipeline, and supporting leadership transitions to mitigate future disruptions.

Consortium Goals for 2025-2026

For the 2025-26 program year, SCAEC is pursuing a focused set of goals designed to address persistent needs, strengthen operations, and improve student outcomes across the region. The consortium's priorities are as follows:

- Add new program offerings: SCAEC is developing and launching new classes and training programs that address identified gaps and meet student demand. The consortium prioritizes programs that directly lead to employment or further education.
- Add student and staff support: There will be an expansion of support services for both students and staff, including counseling, academic advising, and professional development.
- Address gaps in services: SCAEC identifies areas and populations that are underserved, then works to fill those gaps with new or improved programs and services.
- Align offerings with regional needs: All program decisions will be made with local labor market data and stakeholder input in mind to ensure the training provided meets the needs of area employers and communities.
- Collect and review data: The consortium will continue to invest in robust data collection and regular review to inform decisions, track progress, and make real-time adjustments as needed.
- Develop career pathways: SCAEC is expanding structured career pathway programs that provide clear steps from basic skills to employment or further postsecondary education.
- Diversify program modalities: Offer a greater range of delivery methods, including in-person, hybrid, and fully online options, to increase access and flexibility for adult learners.
- Expand program offerings: In addition to introducing new programs, the consortium will scale up existing offerings in high-demand areas to serve an increased number of students.
- Hire teachers, teaching assistants, and tutors for ESL courses: A targeted hiring effort is underway to address instructor shortages in ESL and improve program capacity and quality.
- Identify community needs: The consortium utilizes surveys, forums, and partnerships to regularly reassess local needs, ensuring that programs remain relevant and responsive.
- Implement best practices: SCAEC is committed to applying proven instructional and operational strategies, drawing on both internal successes and national research.
- Improve instruction: Professional development, curriculum updates, and instructional coaching will be used to improve the effectiveness of teaching across all sites.

- Improve the integration of services and transitions: The consortium will strengthen systems that facilitate a smooth transition for students between programs, into postsecondary education, and into the workforce.
- Increase awareness of services through targeted marketing and outreach: A sustained marketing effort will be implemented to ensure that every eligible adult is aware of the available programs and support services.
- Increase course offerings (new and existing): SCAEC is adding both new courses and expanding access to existing classes, particularly in foundational skills, ESL, and career education.
- Increase employer collaboration: The consortium will deepen relationships with local employers to create work-based learning opportunities, ensure curricula match workforce needs, and support job placement.
- Increase enrollment: All efforts aim to attract more adults to programs and keep them engaged through to completion.
- Increase transitions to postsecondary education: SCAEC is focused on increasing the number of students who successfully transition to college or advanced training.
- Provide credentialing opportunities for staff: The consortium is expanding opportunities for staff to earn industry-recognized credentials and certifications.
- Track transition programs for efficiency: Processes and outcomes will be monitored to ensure transition programs are operating as intended and producing measurable results.
- Improve support services: SCAEC will strengthen wraparound supports, including tutoring, technology access, and case management, to address the non-academic barriers that affect student persistence and success.

Further Context:

This year's goals are not just about expanding the consortium's footprint. They aim to raise the quality and consistency of adult education throughout the region, ensuring every student has access to programs that are current, connected to real career and college opportunities, and supported by strong instruction and wraparound services. SCAEC's plan is to take what works, expand it, and target persistent gaps with the resources and urgency they require. Every goal selected reflects a real, ongoing need identified by data and the lived experiences of students, staff, and employers in the region.

Measuring Progress Toward Current Year's Goals

SCAEC will monitor its progress toward annual goals through a targeted set of measures, relying on direct data collection and regular oversight. The following methods will be used across all member sites to ensure results are tracked accurately and improvements are driven by evidence, not guesswork:

- Conducting progress review meetings: SCAEC will hold quarterly data and accountability review meetings with member agencies throughout the program year. These meetings are used to analyze current data, discuss barriers and successes, share best practices, and make course corrections as needed. By maintaining a consistent schedule for these meetings, the consortium ensures all members remain accountable and focused on meeting established targets.
- Course completion and graduation: The consortium will closely monitor the number and percentage of students who successfully complete their courses or programs, as well as those who earn high school diplomas or industry-recognized credentials. This metric is a direct measure of program effectiveness and student achievement. It also helps identify which programs are most successful and where additional support may be needed.
- Student enrollment numbers: SCAEC will collect and review data on overall student enrollment, as well as enrollment within specific programs, including ESL, ABE, high school diploma, and CTE. Trends in enrollment numbers will be monitored to ensure growth and to evaluate the effectiveness of outreach and marketing strategies. Declines or stagnation in enrollment can be flagged for immediate attention and intervention.
- Student retention: The consortium will measure student retention rates, tracking the number of students who remain enrolled from term to term and ultimately complete their chosen programs. Monitoring retention helps SCAEC identify potential barriers to persistence, allowing for early intervention when students are at risk of dropping out.
- Students using support services: SCAEC will track the number of students who access support services such as counseling, academic advising, technology assistance, tutoring, and transition services. This data will be reviewed to assess whether students are utilizing available resources and whether those supports are distributed equitably across member sites. If certain services are underutilized, the

consortium will investigate and address potential gaps in awareness or access to these services.

Further Context

By focusing on these core measures, SCAEC will maintain a clear and consistent view of both participation and student success. Regular review of this data during progress meetings will enable the consortium to identify what is working and where improvements are needed. This streamlined, data-driven approach is designed to keep SCAEC accountable to its goals, responsive to student needs, and able to pivot quickly when results fall short of expectations. The ultimate objective is to ensure that every adult learner in the region has access to effective, high-quality programs and the support needed to complete their educational and career goals.

Section 2: Assessment

Regional Needs Assessment

The State Center Adult Education Consortium region, covering Fresno, Madera, and portions of Tulare counties, faces a wide array of educational and workforce needs that impact both adult learners and the communities served by consortium members. The following categories represent the most pressing needs identified through analysis of local data, labor market reports, direct community input, and member assessments:

Access to technology

Many adults in the region still lack reliable access to computers, high-speed internet, and up-to-date devices, especially in rural communities and low-income households. According to the SCAEC three-year plan and state data, this digital divide limits participation in online and hybrid programs, preventing students from accessing basic educational and career services.

Basic/life skills attainment
A significant portion of the region's adult population lacks essential life skills, including financial literacy, health literacy, and basic workforce readiness. Member feedback and local needs assessments consistently highlight the ongoing demand for programs that assist adults in navigating daily life and meeting employment requirements.

Citizenship support
There is a high demand for citizenship preparation and support services. Many residents are immigrants seeking naturalization, and there are limited programs providing test preparation, civics instruction, and legal assistance. This is especially acute in Fresno and Madera counties, where large immigrant populations reside.

Digital literacy
Low digital literacy remains a critical barrier for adults trying to participate in education, employment, and civic life. Consortium members consistently report that students struggle with basic computer use, online job applications, digital communication, and accessing online resources. Addressing digital literacy is necessary for effective participation in all modern adult education programs.

Educational advancement (degree programs)
There is an ongoing need for clear pathways to educational advancement, including transitions from adult education to community college degree and certificate programs. Data from local colleges and workforce partners show that many adults require support to make these transitions successfully.

English language learner supports
The region has a high percentage of English learners, with over 24% of adults in some counties lacking English proficiency (per American Community Survey data cited in the SCAEC three-year plan). There is a persistent need for accessible, flexible ESL programming, bilingual support staff, and transition services for non-native speakers.

High school/equivalency education needs
More than 23% of adults in the region do not have a high school diploma or equivalency. This lack of basic credentials severely limits employment and postsecondary opportunities. The demand for HSD and HSE programs consistently outpaces available seats and staff.

Immigrant/refugee needs
The region is home to significant immigrant and refugee populations. These groups often face overlapping barriers, including limited English proficiency, unfamiliarity with U.S. educational systems, trauma, and lack of access to information about available services. Community forums and direct student surveys confirm these are unmet needs.

Increased awareness of services available to students
A major barrier across all four counties is the general lack of awareness of available educational, social, and career services. Despite extensive outreach campaigns, many potential students are unaware of adult education options, support programs, or job training resources.

Literacy programming
Basic literacy remains a fundamental need, particularly in rural areas and among older adults. Low levels of reading and math proficiency restrict opportunities for employment and further education.

Living wage job attainment/career attainment
Most adults seeking SCAEC services are underemployed or employed in low-wage, low-skill jobs. There is a documented need for career pathways and training that lead to jobs paying a living wage, especially in the healthcare, manufacturing, and logistics sectors, which are projected to grow in the Central Valley.

Rural geographic needs
Rural parts of the SCAEC region face specific challenges, such as limited public transportation, greater digital access barriers, and fewer available educational and workforce training programs. These geographic factors intensify issues of isolation and access.

Short-term Career Technical Education (CTE) training
Local labor market data and member input confirm a shortage of short-term, entry-level CTE training options that are aligned with high-demand regional jobs. Healthcare, emergency services, construction, and manufacturing are key areas where new or expanded short-term training is needed.

Strengthening partnerships
Stronger and more coordinated partnerships are needed between adult schools, colleges, workforce boards, community organizations, and employers. These collaborations are essential for creating seamless pathways, avoiding duplication, and leveraging limited resources.

Student access supports (e.g., transportation, childcare)
Barriers like lack of affordable childcare and unreliable transportation prevent many adults from enrolling in or completing programs. Direct student feedback from surveys and focus groups consistently lists these supports as top unmet needs.

Increased access to, and development of, accelerated learning model programs
There is growing demand for accelerated pathways such as bridge programs, dual enrollment, pre-apprenticeship, and Integrated Education and Training (IET). These models offer students faster routes to employment or college but are not yet available at scale in the region.

In summary
The needs across the SCAEC region are broad, deep, and well-documented. Addressing these categories is crucial for enhancing individual student outcomes, fostering regional economic growth, and narrowing persistent equity gaps in Fresno, Madera, and Tulare counties. Each of these needs is directly supported by both quantitative data and direct stakeholder input gathered through the consortium's three-year planning process.

Resources Used to Identify Regional Needs

SCAEC utilized a comprehensive set of resources to identify regional gaps and inform its planning process. The following data sources and tools were employed:

- CAEP Consortium Fact Sheet: Provided baseline quantitative data on enrollment, completion, and demographic trends in the region.
- Community stakeholder input: Feedback was collected from students, parents, community-based organizations, adult education advisory committees, and regional advocacy groups to gain insight into barriers, opportunities, and real-world needs.
- Data gathering and student needs assessments: Each member agency conducted needs assessments using both quantitative and qualitative approaches, including formal data analysis and on-the-ground staff observations.

- DataVista: This tool was used for dashboard-style data aggregation and regional comparisons.
- Employer input: SCAEC sought feedback from regional employers via advisory committees, one-on-one interviews, and collaborative planning sessions to identify workforce gaps and required job skills.
- External consultant/research firm: Third-party consultants were engaged to conduct labor market analysis, design surveys, and research best practices, providing an objective outside perspective.
- Partner meetings: Regular partner meetings were held with local community colleges, workforce boards, social service agencies, and community-based organizations to share data and identify areas of overlap and gaps.
- Population demographic data (U.S. Census, etc.): The U.S. Census Bureau and the American Community Survey were used to validate the region's demographic profile and compare local educational attainment, employment rates, and English proficiency to state and national norms.
- Regional plans: Other regional education and workforce plans, such as the Strong Workforce Program and local workforce development board plans, were reviewed for alignment and to leverage shared resources.
- Student data (TOPSPro, MIS): These systems were used to track student progress, participation, outcomes, and demographic characteristics.
- Survey, interview, and/or focus group data: Direct input from students, staff, and partners was gathered through surveys, interviews, and focus groups conducted at both the consortium and member levels.
- Labor market data: Sources included the U.S. Bureau of Labor Statistics, California Employment Development Department (EDD), and Centers of Excellence Labor Market Index, which provided up-to-date job demand and wage information for Central Valley occupations.

By triangulating these diverse sources, SCAEC developed a comprehensive understanding of local needs and prioritized resources accordingly.

Measuring Effectiveness/Progress Toward Meeting Needs

SCAEC utilizes a combination of quantitative and qualitative indicators to assess progress toward meeting identified needs. Key strategies and metrics include:

- **Course completion and graduation rates:** Track the number and percentage of students completing courses, earning diplomas, or achieving certifications across all programs.
- **Enrollment and participation:** Monitor enrollment figures by program, location, and student subgroup (e.g., English language learners, low-income adults, rural residents) to ensure equitable access and reach.
- **Student retention and persistence:** Analyze data on term-to-term and year-to-year retention to identify barriers to persistence and intervene early.
- **Student assessment scores:** Use CASAS and other standardized assessment tools to measure gains in literacy, numeracy, and English language proficiency.
- **Use of support services:** Track students' use of wraparound supports, including tutoring, counseling, technology assistance, and transportation.
- **Student transitions:** Document the number of students transitioning to postsecondary education, workforce training, or employment after program completion.
- **Employer and partner feedback:** Gather feedback from local employers and partners to assess whether students are job-ready and whether programs are aligned with regional labor market needs.
- **Progress review meetings:** Hold regular meetings to review performance data, share updates, identify challenges, and agree on corrective actions.
- **Surveys and qualitative feedback:** Use periodic student, staff, and partner surveys, as well as focus group results, to supplement quantitative data and provide deeper insights into program effectiveness.
- **Local indicators:** In addition to state and federal reporting requirements, SCAEC uses locally determined indicators, such as waitlist numbers, participation in pilot programs, and success stories, to track specific initiatives and highlight emerging trends.

All these measures are reviewed systematically to ensure that gaps are closing and that programs are delivering meaningful results for adults in the region.

Further Context on Needs Assessment, Data Collection, and Addressing Gaps

The SCAEC region's needs assessment process is grounded in a commitment to data-driven decision-making and continuous improvement. The consortium's approach is both systematic and responsive, with regular cycles of data collection, review, and action built into all planning processes.

Needs are identified through a mix of large-scale demographic analysis and direct, on-the-ground feedback from students and community stakeholders. For example, demographic data from the U.S. Census and American Community Survey were used to establish baseline rates of educational attainment, English proficiency, and employment. CAEP Fact Sheets and DataVista provided consortium-specific performance data. Surveys, focus groups, and partner meetings enabled SCAEC to identify unmet needs, such as access to technology, childcare, or transportation, that might not be apparent in large datasets.

The region's diversity brings unique challenges. Fresno, Madera, and Tulare counties are home to large immigrant and refugee populations, a significant number of rural communities, and persistent pockets of poverty. Many adults face multiple, overlapping barriers to participation, including lack of digital skills, limited English proficiency, and inadequate transportation or childcare. The agricultural economy's seasonal and shift-based work schedules also make it difficult for some adults to attend traditional in-person classes.

SCAEC addresses these realities by maintaining strong partnerships with employers, community-based organizations, and workforce agencies. These relationships ensure programs remain relevant and responsive to real-world conditions. The consortium is also expanding flexible learning options, including hybrid classes and accelerated bridge and IET models. Investments in digital inclusion initiatives are increasing to meet the technology needs of students.

Overall, SCAEC's needs assessment is not a one-time event but an ongoing process. By continuously collecting, analyzing, and acting on data from multiple sources, the consortium aims to close service gaps, drive better outcomes, and support the unique needs of adults across the Central Valley.

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 Three-Year Plan

The planned use of SCAEC's 2025-26 allocations is fully aligned with the priorities and objectives detailed in the consortium's 2025-2028 Three-Year Plan. All spending for the current year is structured to directly support the three CAEP legislative objectives: addressing educational needs, improving integration of services and transitions, and improving effectiveness of services.

Resource allocations prioritize the expansion of high-impact instructional programs in areas such as ESL, ABE, high school diploma/equivalency, and short-term CTE. These focus areas were identified through a comprehensive needs assessment and are reflected throughout the three-year plan as critical levers for improving student outcomes and supporting economic mobility for adult learners in the region.

The consortium's investments in staff and teaching salaries, professional development, and instructional materials are tied to the plan's goal of building instructional capacity, strengthening program quality, and maintaining compliance with all state and federal requirements. Additional funds are allocated to technology and digital inclusion initiatives to ensure equitable student access, a priority called out repeatedly in both the three-year plan and regional stakeholder feedback.

Marketing and outreach activities will be funded to increase enrollment and raise awareness of available programs, as described in the three-year plan's call for aggressive, coordinated communication strategies. Program material and equipment purchases are targeted to expand hands-on learning, industry certifications, and digital literacy, which align with regional labor market needs. Regular progress monitoring, data review, and ongoing evaluation are also funded, supporting the plan's commitment to data-driven decision-making and continuous improvement.

In summary, every planned expenditure for 2025-26 is grounded in the three-year plan's findings and recommendations. This approach ensures that all resources are used in direct service of SCAEC's mission to close achievement and equity gaps, support adult learners, and respond to the evolving needs of the region.

Approach to Incorporate Carryover Funds

SCAEC takes a proactive, strategic approach to managing and utilizing carryover funds from prior years. Consistent with education code §84914 and consortium policy, member agencies are expected to keep carryover below the 20 percent threshold. Any funds carried into the 2025-26 program year will be incorporated into planned activities that directly support the three legislative objectives: addressing educational needs, improving integration of services and transitions, and improving effectiveness of services.

Carryover funds are first used to backfill gaps in staffing, cover increased program costs, or address urgent needs that emerged late in the previous year. Additional resources are prioritized for one-time investments in equipment, technology upgrades, and targeted outreach efforts—areas that can deliver immediate impact without creating ongoing fiscal obligations. If specific member agencies have higher-than-expected carryover, the consortium works with them to develop and document detailed spending plans, with timelines and benchmarks for using the funds in compliance with all state guidance.

Some carryover is also used to pilot new initiatives, such as accelerated learning models, bridge programs, or enhanced student support services. These pilot efforts are aligned with the three-year plan's emphasis on innovation and continuous improvement, while the use of carryover for short-term projects ensures the consortium remains fiscally responsible.

Regular fiscal reviews and quarterly reporting keep all members accountable and support a culture of transparency. The goal is to make sure all available funds are used effectively, with clear links to priority objectives, measurable outcomes, and continuous progress toward closing service and achievement gaps in the region.

Usage of Allocated Funds

SCAEC plans to use allocated funds in the 2025-26 year for the following purposes:

- Fund staff salaries
- Fund teaching salaries
- Improve student learning
- Improve technology
- Increase marketing and outreach
- Provide staff professional development and resources

- Purchase equipment
- Purchase program materials
- Purchase software
- Strengthen existing activities
- Support existing adult education programs

Further Context on Fund Usage:

The consortium's budget for the upcoming year is designed to maximize impact on both students and instructional quality. The largest share of funds will be used to hire and retain qualified instructors, teaching assistants, and support staff. This investment is critical to expanding ESL, ABE, high school diploma, and CTE offerings, which remain the highest areas of need across the region.

Significant resources are allocated to student learning supports, including curriculum updates, tutoring, digital literacy training, and access to technology. The purchase of new equipment and software will ensure programs can keep up with changes in employer expectations and modern instructional practices. Investments in staff professional development will focus on evidence-based instructional methods, digital skills, and culturally responsive teaching, all of which are aligned with the goals in the three-year plan.

Marketing and outreach activities will receive dedicated funding to address persistent gaps in awareness, enrollment, and participation. These efforts are supported by targeted media campaigns, updated program websites, and partnership events with local employers and community organizations.

All spending is closely monitored and regularly reviewed by the consortium leadership to ensure alignment with the annual plan and three-year strategy. The goal is to ensure every dollar spent supports the mission to deliver high-quality, equitable adult education and workforce preparation throughout Fresno, Madera, and Tulare counties.