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65 Ventura County Adult Education Consortium: Certified

Details

Consortium Information

Consortium Name:

65 Ventura County Adult Education Consortium

Consortium Short Name:

65 Ventura County

Address:

5200 Valentine Rd. | Ventura, CA | 93003

Website:

<http://www.vcaec.org>

Funding Channel 2022-23:

Direct Funded

CAEP Funds 2022-23:

\$16,988,483

CAEP Funds 2021-22:

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CAEP Funds 2020-21:

\$15,501,022



Consortium Contacts

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Member Agencies

Member Agency	Member Type	Contact	Phone
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Fillmore Unified	Unified School District	Amber Henrey Fillmore Unified School District	(805) 524-8201
Moorpark Unified	Unified School District	Sean Abajian	(805) 378-6317
Ojai Unified	Unified School District	Alexandra Mejia-Holdsworth	(805) 640-4300 ext: 1009
Oxnard Union High	High School District	Michele Arso	(805) 385-5875
Santa Paula Unified	Unified School District	Robin Gillette	(805) 525-4407 ext: 22807
Simi Valley Unified	Unified School District	Alan Penner	(805) 579-6200 ext: 1605
Ventura Co. Office of Education	County Office of Education (COE)	Laurel Lary	(805) 437-1421
Ventura Unified	Unified School District	Carolyn Vang-Walker	(805) 289-7925
Ventura County CCD	District	Cynthia Herrera	

Executive Summary

Executive Summary *

The Ventura Adult Education Consortium was founded in 2015 in response to Assembly Bill AB86, which provided grant funds to regional collaboratives of community colleges and adult schools to develop plans to address the educational and workforce training needs of adult learners across the state. Driving this initiative was recognizing that adult learners are better served when regional education providers work together to support the common good. VCAEC membership includes Ventura's eight adult schools (Conejo Valley, Fillmore, Moorpark, Ojai, Oxnard Union, Santa Paula, Simi Valley, and Ventura Unified), the Ventura County Office of Education, and the Ventura Community College District.

The vision of the VCAEC is to create a collaborative, seamless, integrated student pathway system that is supportive, equitable, and responsive to community needs. Its mission is to deliver essential programs and services in adult basic and secondary education, English Language learning, and career education and training to help adult learners cultivate the skills they need to live, work, and thrive.

In recent years, the consortium has gone through significant changes. However, the VCAEC is dedicated to rebuilding and expanding programs, increasing outreach and collaboration among regional partners, applying lessons learned in the pandemic, and improving its capacity to provide high-quality adult education programs via various modalities--in-person, online, and hybrid. It is also taking this opportunity to look inward, evaluate entrenched practices and ideas,

and better understand students' experiences, and in so doing, better understand ways it might ensure all students, particularly among underserved populations, feel welcome and equipped to succeed.

In recent history, the need for adult education has never been quite so great. Indeed, it is a critical time for the county. The strategies and activities proposed mirror community needs gleaned from analyses of data from the US Census, US Bureau of Labor Statistics, California Adult Education 2021 Fact Sheets, Cal-PASS Plus Adult Education Pipeline, State of California Employment Development Department, WestEd California Regional Education to Workforce Dashboard, the Workforce Development Board of Ventura County, and the Ventura County Civic Alliance. Information gathered from surveys or structured conversations with students, faculty/staff, and community/workforce partners helped identify regional needs for adult education programs and services. Key strategies include:

- Establishing a marketing committee to evaluate the effectiveness of current outreach, possibly securing an external consultant to spearhead a collective approach moving forward.
- Erecting a new, state-of-the-art construction facility and launching a new pre-apprenticeship program in partnership with the Southwest Carpenter's Guild
- Building onramps from AE basic skills and ESL to introductory English with Oxnard College, application supports and bridge program with Moorpark College, and enhancing High School Diploma Career Courses to include CTE site visits
- Creating a new culinary program to be delivered in conjunction with area restaurants in the Ojai area
- Developing a new Veterinary Technician program in the Ventura area
- Coordinating with the EDC to support curriculum development/implementation related to the Digital Upskilling initiative
- Teaming across agencies to buttress or build capacity and increase student enrollment or success in the Santa Paula / Fillmore area
- Expanding IET / IELCE in medical, office clerk, machine technology, landscaping, and healthcare
- Continuing to grow programs for currently incarcerated adults in conjunction with Todd Road Jail
- Expand/continue to support faculty and staff professional learning opportunities, and facilitate or encourage practices designed to help improve knowledge of implicit bias and activities/practices to create more inclusive environments

Program effectiveness and progress toward identified outcomes will be monitored through monthly board meetings to find ways to build local capacity and leverage resources to support members and partners while respecting local autonomy.

Financial support for the consortium is provided through AB104 and the California Adult Education Program, which provide categorical funding to consortium agencies per local governance policies and legislative guidelines. All funds will be allocated consistent with state policies and evaluation of member agency effectiveness.

Assessment

Overview and Preparation *

To prepare for developing this three-year plan, VCAEC members participated in several activities:

- Members were surveyed on their approaches to Equity, Leadership, Learner Transitions, Marketing, Program Development/Curriculum, Program Evaluation, Technology, and Distance Learning, and how to Evaluate the Educational needs of adults in each agency

- Two facilitated half-day planning retreats focused on shaping the mission and vision for the three-year plan, followed by two other open meetings focused on evaluating needs and developing or refining strategies and activities
- WestEd designed surveys for Students, Faculty, Employers, and Community Partners. Each agency distributed these surveys to the designated groups and analyzed by WestEd. Preliminary results were used to identify and clarify regional stakeholder needs and perspectives. Further analyses are planned for the coming months to help inform annual planning moving forward.
- Community demographic data were assessed against student enrollments to identify potential areas for outreach and expanded services
- Data from both Launchboard and TOPSpro Enterprise were used to analyze enrollments and evaluate effectiveness. CAEP Consortium Factsheets were also used to validate some information in this plan.
- The Director of the Workforce Development Board (WDB) of Ventura County was invited to speak at a consortium meeting. In addition, one of our members sits on the Executive Board for the WDBVC. Members were encouraged to participate in the Workforce Sector meetings to ensure we are looking at the priority Workforce Sectors.
- Labor Market Data from the Workforce Development Board of Ventura County were analyzed and evaluated.

Regional Alignment and Priorities *

To ensure regional alignment with related adult education and workforce initiatives regionwide, the VCAEC liaised with the WDBVC, AJCC, and the Economic Development Collaborative (EDC) to gather information about regional needs, objectives, and extant plans, in addition to partnering with the Youth Grant and Disability Navigator programs. Additionally, member agencies' CIP plans were reviewed and analyzed. Consortium staff participated in all CAEP-TAP planning webinars, Peer Learning Circles, and CASAS webinars.

Evaluate the Educational Needs of Adults in the Region *

Data reported in this section about Ventura County were collected from the US Census, US Bureau of Labor Statistics, California Adult Education 2021 Fact Sheets, Cal-PASS Plus Adult Education Pipeline, State of California Employment Development Department, WestEd California Regional Education to Workforce Dashboard, the Workforce Development Board of Ventura County, and the Ventura County Civic Alliance. Information gathered from surveys or structured conversations with students, faculty/staff, and community/workforce partners also helped identify regional needs for adult education programs and services.

Community Demographics

According to the US Census Report, the adult population of Ventura County is approximately 651,000. White non-Hispanics comprise about half of the adult population (about 49%), Asians comprise about 8%, African-Americans about 2%, and Pacific Islander and American Indian residents represent less than 1%. About 39% identify as Hispanic. Approximately 17% of the adult population overall speaks English "Less than Very Well" (110,499 of 651,471), with the majority being Hispanic (82% or 90,675). Ventura residents also skew slightly older, with about half aged 50 or above.

Ventura exhibits higher than average levels of educational attainment. Roughly 2/3rds of adults 18 and over have gone to college and are split between those with a Bachelor's degree or higher (about 47% or 31% overall) and those with some college or an Associate's degree (about 53% or 35% overall). Twenty-one percent have not advanced academically beyond high school, and about 1 out of every 15 adults (around 91,000) did not finish high school. Half of those without diplomas are also non-native speakers of English (53% or 58,789).

Finally, about 140,661 adults live in or near poverty (21.6%), and 13.4% overall have one or more disabilities.

Unemployment

The unemployment rate in Ventura has steadily declined since peaking at 14% in April 2020. Currently, it is 3.5% for the county. Santa Paula shows the highest unemployment rate within the county at 9.1% (about 1,300 of around 14,100 in the workforce). The number of unemployed adults in Santa Paula brings it remarkably close to rivaling its more populous neighbors, Ventura (1,700), Simi Valley (1,900), and Thousand Oaks (1,900), despite having labor forces around four times the size of Santa Paula's.

Other areas of high unemployment include El Rio at 8.7% and Piru at 6.1%. Oxnard, the county's largest city, shows 4% unemployment, or about 3,900 of 98,500 in the labor force.

Adults identifying as Black/African-American had comparatively higher unemployment rates at 5.8%. Further, Black/African-Americans with less than a high school degree had significantly higher percentages of unemployment at 18.5% as compared to whites at ~4.1%. Black women without a high school diploma had the highest proportions of unemployment—nearly 27%.

Labor Market Outlook

Between March 2021 and March 2022, the county saw an increase of 12,100 jobs. The majority of these jobs (94%) were in nonfarm-related sectors, specifically leisure and hospitality, information, health services, and government. The county's top five industry sectors with the highest employment projections are Health Care and Social Assistance; Government; Retail Trade; Agriculture, Forestry, Fishing and Hunting; and Accommodation and Food Services. The top five occupations with the most predicted job openings by 2028 are farmworkers and laborers, cashiers, personal care aides, food preparers and food serving workers, and retail salespersons. The median annual wage for those top five occupations ranges from approximately \$25,000 to \$29,000. By 2025, the projected hiring need for home health and personal care aides will be 2,661, with median hourly earnings of \$15.

Contributions by Entities *

VCAEC Member agencies participated in multiple facilitated planning sessions and engaged in data collection and information gathering from students, faculty, staff, and regional employment and community partners, including regional libraries, Goodwill Industries, and the Ventura County Workforce Development Board. Stakeholder contributions were reviewed and evaluated and helped inform the vision and strategies identified in this three-year plan.

Note: In the Participants by Member Agency and Program Area Table that follows, data for EL Civics reflect counts of students who have completed an EL Civics course or COAAP milestone (AE 411), except data for Santa Paula, which was self-reported. Additionally, counts for Ventura Adult and Continuing Education include enrollments from the main campus and the Todd Road Jail. For Conejo Valley, the number of participants in CTE was drawn from local data stores. Otherwise, data are drawn from the CCCC LaunchBoard Adult Education Pipeline for the 2020-2021 academic year.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Conejo Valley Unified	Member Representative	101	136	418	191	0	94	304	0	0
*Fillmore Unified	Member Representative	71	50	72	0	0	0	48	0	0
*Moorpark Unified	Member Representative	10	15	41	0	0	0	0	0	0
*Ojai Unified	Member Representative	11	14	20	0	0	0	0	0	0
*Oxnard Union High	Member Representative	24	813	902	488	0	0	170	0	0
*Santa Paula Unified	Member Representative	23	26	96	2	0	0	0	0	0
*Simi Valley Unified	Member Representative	0	87	218	151	0	0	819	0	0
*Ventura Co. Office of Education	Member Representative	0	0	0	0	0	0	12	0	0
*Ventura County CCD	Member Representative	0	43	176	0	23	0	479	144	0
*Ventura Unified	Member Representative	399	399	187	116	177	0	248	188	0
Total Participants		639	1583	2130	948	200	94	2080	332	0

* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
America's Job Center of California	Community Organization	✓	×	✓	×	×	×	×	✓	×
CalWorks	Community Organization	×	×	×	×	×	×	×	✓	×
City of Camarillo - Public Library	Community Organization	×	×	✓	×	×	×	×	✓	×
Conejo Valley Unified School District	Community Organization	×	×	×	×	×	✓	×	×	×
CA Department of Rehabilitation	Community Organization	×	×	×	×	×	×	×	✓	×
East County American's Job Center of California	Community Organization	×	×	×	×	×	×	×	✓	×
Fillmore Unified School District	Community Organization	×	✓	✓	×	×	×	×	✓	×
Frontier High School	Community Organization	×	×	×	×	×	×	✓	×	×
Goodwill Central Coast	Community Organization	×	×	×	×	×	×	✓	×	×
Haas Incorporation	Business	×	×	×	×	×	×	✓	×	×
Moorpark Unified School District	Community Organization	✓	✓	✓	×	×	✓	✓	✓	×
National Alliance on Mental Illness-NAMI	Community Organization	×	×	×	×	×	×	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Ocean View School District	Community Organization	x	x	✓	x	x	x	x	x	x
Our Lady of Guadalupe Church	Philanthropic Organization	x	x	✓	x	x	x	x	x	x
Oxnard Elementary School District	Community Organization	x	x	✓	x	x	x	x	x	x
Oxnard Housing Authority	Community Organization	x	x	✓	x	x	x	x	x	x
Housing Development - Rancho Sespe Farmworker	Community Organization	x	x	✓	x	x	x	x	x	x
Rio School District	Community Organization	x	x	✓	x	x	x	x	x	x
Rotary Club of Simi Valley	Philanthropic Organization	x	x	x	x	x	x	✓	x	x
Santa Paula Unified School District	Community Organization	x	x	✓	x	x	x	x	✓	x
Simi Valley Chamber of Commerce	Business	x	x	x	x	x	x	✓	x	x
Simi Valley Unified School District	Community Organization	✓	✓	x	x	x	x	x	x	x
SkillUp Coalition	Business	x	x	x	x	x	x	✓	x	x
Strong Workforce Apprenticeship Group	Community Organization	x	x	x	x	x	x	✓	x	x

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
The Arc Community Integration	Community Organization	×	×	×	×	✓	×	×	×	×
Todd Road Jail - Ventura County	Community Organization	✓	✓	✓	×	×	×	✓	✓	×
Ventura Avenue Adult Center	Community Organization	×	×	×	×	×	×	×	✓	×
Ventura County Library	Community Organization	×	✓	×	×	×	×	×	✓	×
Ventura Unified School District	Community Organization	×	×	✓	×	×	✓	×	✓	×
Ventura Housing Authority	Business	×	×	✓	×	×	×	×	✓	×
West Ventura County Business Alliance	Community Organization	×	×	×	×	×	×	✓	✓	×

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

In 2020–2021, the VCAEC served approximately 8,000 adults. 68% or about 5,400 became "participants," achieving 12 hours of instructional contact time. Three thousand received supportive services; of these, about 70% eventually enrolled in one or more adult education programs. 50% were between the ages of 19 and 24, 72% were Hispanic, and most (65%) were female. While students faced numerous barriers, the most significant were Low Literacy (71% or 5,692 or 8,017), Low Income (45% or 3,636), and English Language Proficiency (38% or 3,015).

Enrollments in CAEP programs generally reflected the region's demographics with a few notable exceptions, particularly among Asians with low English language proficiency, Hispanics with less than an HSD/HSE, and men overall ([See comparison tables here](#)).

Still, consortium agencies only enroll about 2% of the population needing a high school diploma or equivalent and limited English language skills, respectively, and between 8% and 14% of those needing short-term career training. Of these populations, English language learners appear to have been impacted most by the COVID epidemic, with enrollments dropping by half between 2019-20 and 2020-21.

Agencies have taken the past two years to develop or improve their capacity to provide programs and services via virtual, hybrid, and distance learning approaches. These efforts have positively affected persistence and students' feelings about their programs. Over the next three years, consortium agencies will draw upon lessons learned and input from students and other

stakeholders on ways to grow their programs, retain students, and minimize barriers to access and success, particularly among English language learners. To this end, a core focus of the next cycle will be on increasing digital literacy and refining approaches to delivering programs and services and developing agencies' cultural literacy, aiming to improve outreach and ensure positive learning environments for all learners. Likewise, the consortium will continue to evaluate the effectiveness and quality of its collaboration with community partners and the input provided by faculty, staff, and students.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

✓ Progress: Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ Transition: Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

✓ Success: Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	11,751	8,017		8,418	8,839	9,281
Student Barriers	Low Literacy (AE 311 - Overall)	8,748	5,692		5,977	6,276	6,590

Member Level Metric Targets

* Mandatory for all members

Conejo Valley Unified (Reported by Conejo Valley Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,064	575		644	719	803
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	43	35		43	55	67
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	37	31		40	50	62
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	228	89		112	141	176
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	667	191		240	300	375
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	13	20		26	33	41

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	37			48	59	74
Transition	Participants with Transition to ASE (AE 500 - Overall)	97			100	103	106

Fillmore Unified (Reported by Fillmore Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	301	151		190	238	297
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	15			20	25	31
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	41			52	66	85
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	45			58	72	90
Transition	Participants with Transition to ASE (AE 500 - Overall)	46			59	73	92

Moorpark Unified (Reported by Moorpark Unified School District (MUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	73	53		68	84	105
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	14			19	23	29
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	13			18	22	27

Ojai Unified (Reported by Ojai USD)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	20	30		39	48	61
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Oxnard Union High (Reported by Oxnard Union High School District (OUHSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,711	1,635		2,045	2,556	3,195
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	202	167		210	262	328
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	733	299		372	462	574
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	1,017	488		611	764	955
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	103	89		112	141	176

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	383	38		49	61	76
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	39			50	62	78
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	151			190	238	297
Transition	Participants with Transition to ASE (AE 500 - Overall)	123			155	194	242

Santa Paula Unified (Reported by Santa Paula Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	196	96		111	127	145
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	68	19		25	31	39
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	15			20	24	30

Simi Valley Unified (Reported by Simi Institute for Careers and Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,978	1,107		1,618	1,698	1,783
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				4	5	6
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	41	23		35	37	39
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	221	98		173	182	191
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	307	151		214	225	236
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	27	35		28	30	32

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	557	222		215	226	237
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	24			27	29	31
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	42			36	38	40
Transition	Participants with Transition to ASE (AE 500 - Overall)	24			25	25	25

Ventura Co. Office of Education (No reporting institution)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				25	50	75
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Ventura County CCD (Reported by Ventura District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	456	715		786	864	950
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	76	35		35	35	35
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	10	16		16	16	16
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	18	67		67	37	67
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	21			21	21	21
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	27			27	27	27
Transition	Participants with Transition to ASE (AE 500 - Overall)	10			10	10	10

Ventura Unified (Reported by Ventura Adult & Continuing Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,392	1,093		1,289	1,353	1,421
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	92	132		90	95	100
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	86	112		148	155	162
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	165	82		80	90	95
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	228	116		130	136	142
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	59	71		88	97	105

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	202	78		63	66	69
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	31			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	90			129	135	142
Transition	Participants with Transition to ASE (AE 500 - Overall)	40			40	42	44

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Conejo Valley Unified	100%	100%	52%	60%	60%	60%
Fillmore Unified	100%	98%	0%	60%	60%	60%
Moorpark Unified	100%	88%	0%	60%	60%	60%
Ojai Unified	100%	61%	0%	60%	60%	60%
Oxnard Union High	100%	100%	57%	60%	60%	60%
Santa Paula Unified	100%	100%	69%	60%	60%	60%
Simi Valley Unified	100%	100%	76%	60%	60%	60%
Ventura Unified	100%	100%	44%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

The VCAEC will continue to explore ways to minimize gaps in services and maximize available resources to meet regional needs and gaps, particularly those revealed or exacerbated by the COVID-19 pandemic.

Gaps in Service

In addition to the activities identified in the Activities and Outcomes section, VCAEC agencies will engage in the following:

1. Continue or expand services in all allowable CAEP programs in accordance with regional needs and available resources
2. Hold monthly board meetings to share best and promising practices, evaluate progress and performance, and discuss emergent issues
3. Continue to engage with the WDB and other community partners
4. Facilitate consortium data team and conduct quarterly data reviews to improve data quality and consistency in reporting
5. Conduct quarterly checks of financial reporting data from NOVA
6. Continue to provide online/hybrid learning options

Leveraging Resources

In addition to items identified in the Activities & Outcomes section, VCAEC agencies will pursue the following activities designed to maximize available resources to address the education and workforce training needs within Ventura County:

1. Participate in and support grant programs provided by WDBVC to enhance student learning opportunities, such as the WIOA Youth Grant and the Disability Employment Navigator Programs.
2. VCAEC will invite Ventura County partners to participate in VCAEC monthly meetings, including representatives from the Library System, Workforce Development Board, and the Economic Development Collaborative of Ventura County.
3. Hold monthly board meetings to share best and promising practices, evaluate progress and performance, and discuss emergent issues.

4. Continue to serve as a voting member of the WDBVC, for a second 3-year term, representing all adult education regional programs

Improve Integration of Services & Transitions

Description of Objective *

The VCAEC is committed to accelerating student progress toward their academic and professional goals and facilitating successful transitions across segments and into the workforce. In addition to initiatives identified in the Activities & Outcomes section, activities to ease or accelerate student transition into postsecondary or the workforce include the following:

1. Facilitate consortium data team and conduct quarterly data reviews to improve consistency in reporting
2. Provide supportive services, including opportunities to explore programs across partner agencies
3. Continued coordination with AJCC and other partner agencies
4. Strengthening student referrals
5. Improving students' awareness of programs and job opportunities
6. Conducting program alignment activities and sharing best practices to mitigate student barriers and encourage transition

Improve Effectiveness of Services

Description of Objective *

The VCAEC is committed to ensuring program growth and continuous improvement. To this end, in addition to initiatives identified in the Activities and Outcomes section, the VCAEC will engage in the following:

1. Support professional development for faculty and staff across all CAEP program areas
2. Continue to convene to discuss emerging issues and share best practices
3. Continue to participate in CAEP-led professional development activities as well as webinars or training by OTAN, CASAS, or others
4. Continue to monitor regional labor market needs and remain current with what is needed by employers in high-demand industry sectors
5. Attend Industry Sector meetings provided by WDBVC
6. Increase student persistence and retention.
7. Decreasing the number of students with less than 12 hours in instruction.
8. For WIOA agencies (Conejo Valley, Oxnard, Simi Valley, and Ventura Adult School), continue to implement and revise their Continuous Improvement Plans (CIP)
9. Facilitate consortium data team and conduct quarterly data reviews to improve consistency in reporting

Activities & Outcomes

Activity Name *

- 1.1 Expand online/hybrid/distance learning

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Continue to refine or increase virtual or distance learning opportunities in ABE/ASE, ESL, AWD, and CTE. Also includes activities related to flexibility in scheduling and equipping students with resources needed to successfully complete.

Short-Term Outcomes (12 Months) *

- Increased access to programs & services
- Students enroll in new or enhanced online / hybrid courses, as well as offsite programs in ESL
- Offer 1-3 adult education offerings through VCOE Career Education Center (to increase opportunities of both geography and types of training available)

Intermediate Outcomes (1-3 Years) *

- More students enroll in AE programs
- Increased persistence and completion rates

Long-Term Outcomes (3-5 Years) *

- Students face fewer barriers to academic and professional goals.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Carolyn Vang-Walker
Laurel Lary
Leticia Carabajal
Mike Sanders
Sean Abajian

Activity Name *

1.2 Shared marketing / targeted outreach

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Establish a marketing committee to explore ways to share effective practices, and coordinate and expand marketing efforts county-wide, including consideration of securing a marketing firm to support these efforts. This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priority of **Marketing**.

Short-Term Outcomes (12 Months) *

- The marketing committee established an outreach approach clarified

Intermediate Outcomes (1-3 Years) *

- Marketing resources developed and plan implemented
- Students & other stakeholders express greater awareness of program & service offerings
- Increases in enrollment among underserved communities

Long-Term Outcomes (3-5 Years) *

- More students from underserved communities improve English language skills, earn HSD/HSEs, and industry-valued certifications
- Increased collaboration / referral among community partners

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

1.3 Increase course offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Increase the number & types of courses offered based on community need / demand.

This activity aligns with the AB104 Objective of **Gaps in Services** and the CAEP State Priority of **Learner Transition**.

Short-Term Outcomes (12 Months) *

- Moorpark develops paraeducator training program
- SICE completes temporary space & pre-apprenticeship program
- Oxnard establishes ESL courses offsite at Rio, Oxnard, and Oceanview elementary schools

Intermediate Outcomes (1-3 Years) *

- Ojai develops and implements courses in life skills & culinary
- VACE develops and implements Vet Tech program, expands ESL/ABE/ASE offerings for adults on elementary and middle school campuses, extends TRJ Food Service & Hospitality to female inmates
- SICE completes site for construction trade program

Long-Term Outcomes (3-5 Years) *

- More students enroll and successfully complete programs

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

1.4 Support Digital Upskilling Initiative

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Coordinate with the EDC to support curriculum development/implementation related to the Digital Upskilling grant. This activity aligns with AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Program Development / Curriculum / Classroom & Technology and Distance Learning**

Short-Term Outcomes (12 Months) *

- Assist in identifying competencies and available curricula

Intermediate Outcomes (1-3 Years) *

- Develop or implement digital upskilling course(s) if tapped to do so

Long-Term Outcomes (3-5 Years) *

- Students are equipped to use technology to advance their personal and professional goals

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

1.5 Increase enrollment in Santa Paula / Fillmore

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Coordinate across agencies to buttress or build capacity and increase student enrollment or success in Santa Paula / Fillmore area. This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Program Development / Curriculum / Classroom**.

Short-Term Outcomes (12 Months) *

- Convene planning group to evaluate develop ideas or plans to support program expansion and success

Intermediate Outcomes (1-3 Years) *

- Plans to increase student enrollment and capacity are implemented
- More students earn HSD/HSEs, demonstrate gains in English language proficiency

Long-Term Outcomes (3-5 Years) *

- Students face fewer barriers to academic and professional goals
- Students expand ideas about career paths available

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

2.1 Improve academic or career-planning supports

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Improve or expand academic or career-planning supports & transitions. Extend individualized education / career planning to all students regardless of program area and increase coordination and referrals to partners and employers.

This activity aligns with the AB104 Objective of **Acceleration** and the CAEP State Priority of **Learner Transition**.

Short-Term Outcomes (12 Months) *

- Bridge program between SICE and Moorpark College established
- Oxnard College counselor embedded onsite at Oxnard AE
- VACE creates plans and templates for facilitating and tracking student transitions
- CTE Site visit provided at VACE HSD College and Career Course
- Establish mechanism to inform students of other program offerings

Intermediate Outcomes (1-3 Years) *

- More students participate in counseling services and transition into CC or other program areas
- Agencies have implemented one strategy to promote programs with existing students

Long-Term Outcomes (3-5 Years) *

- Student tracking and retention are improved
- Tracking systems are scalable
- Students are more knowledgeable of the array of programs and services available to them

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

2.2 Expand IET/IELCE Learning Opportunities

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Create or expand IET / IELCE offerings region-wide.

This activity aligns with the AB104 Objective of **Acceleration** and the CAEP State Priority of **Learner Transition**.

Short-Term Outcomes (12 Months) *

- Conejo expands IET/IELCE in medical
- Moorpark researches IELCE for C&C
- SICE increases marketing for IET/IELCE for General Office Clerk and Machine Technology
- VACE implements landscaping and custodial at Todd Road Jail

Intermediate Outcomes (1-3 Years) *

- More students enroll in IET/IELCE region-wide
- Ojai begins exploring IET/IELCE, leverages lessons learned from member implementations

Long-Term Outcomes (3-5 Years) *

- Students are better prepared to enter the workforce
- Students face fewer barriers to success

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

3.1 Expand staff professional development

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Provide staff / faculty with professional development opportunities. this activity aligns with AB104 Objective of **Professional Development** and the CAEP State Priorities of **Program Evaluation**.

Short-Term Outcomes (12 Months) *

- Discuss findings from the survey of faculty/staff and develop plan for collaborative PD

Intermediate Outcomes (1-3 Years) *

- PD calendars & activities are aligned with districts
- 1 to 3 collaborative PD sessions held
- Hold at least one job-alike convening

Long-Term Outcomes (3-5 Years) *

- Faculty / staff skills are improved

- Increased collaboration and knowledge-sharing among agencies

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

3.2 Increase cultural awareness and diversity

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Facilitate or encourage practices designed to help improve knowledge of implicit bias and activities / practices to create more inclusive environments, Additionally, seek out opportunities to increase diversity of faculty / staff.

this activity aligns with AB104 Objective of **Gaps in Services** and the CAEP State Priority of **Equity**.

Short-Term Outcomes (12 Months) *

- Identify avenues for professional development around implicit bias

Intermediate Outcomes (1-3 Years) *

- Workshops or trainings are delivered
- Faculty/staff are more aware of how implicit bias informs perspectives and practice
- Faculty/staff improve cultural competency and adapt practices / policies to help promote access and equity

Long-Term Outcomes (3-5 Years) *

- Learning environments are more inclusive
- Students feel more welcome on campus and in the classroom

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Cynthia Herrera
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Activity Name *

3.3 Improve Data Collection and Analysis

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Increase paired pre and post-test scores and develop an annual student survey (or equate existing surveys) to better understand students' experiences consortium-wide. This activity aligns with the AB104 Objective of **Student Acceleration** and the CAEP State Priority of **Program Evaluation**.

Short-Term Outcomes (12 Months) *

- Establish baselines and targets by agency for pre- and post-test scores & develop strategies for tracking and improving outcomes
- Adapt consortium survey or equate local surveys for consortium-wide implementation

Intermediate Outcomes (1-3 Years) *

- Pre- and post-test numbers increase
- Administer consortium survey and analyze results, and develop initiatives based on lessons learned

Long-Term Outcomes (3-5 Years) *

- Member agencies are more coordinated in their use of data for program planning and improvement
- Students' perspectives are better reflected in agency practices
- Students feel more welcome and are retained and complete programs in greater numbers

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Alan Penner
Alexandra Mejia-Holdsworth
Amber Henrey
Carolyn Vang-Walker
Laurel Lary
Leticia Carabajal
Mike Sanders
Robin Gillette
Sean Abajian

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Conejo Valley Unified	\$2,038,893	Certified
Fillmore Unified	\$457,084	Certified
Moorpark Unified	\$249,765	Certified
Ojai Unified	\$46,370	Certified
Oxnard Union High	\$3,998,759	Certified
Santa Paula Unified	\$387,328	Certified
Simi Valley Unified	\$5,500,316	Certified
Ventura Co. Office of Education (Optional)	\$0	Certified
Ventura County CCD (Optional)	\$0	Draft
Ventura Unified	\$4,781,892	Certified
Totals	\$17,460,407	9/10 Certified

Funds Evaluation *

CAEP funds will be allocated to member agencies in accordance with the requirements of AB104 and member performance. Conejo Valley, Oxnard, Simi Valley Institute, and Ventura Adult and Continuing Education will continue to leverage WIOA II funds to maximize the levels and types of programs and services available to support adult education. In varying degrees, supplemental funds from LCFF, CalWORKS, fees, or other grants will augment existing resources available to member agencies. Overall, CAEP dollars are estimated to comprise approximately 70% of the VCAEC's funding. Member agencies do and will continue to seek out opportunities to diversify funding sources, build economies of scale, and leverage regional resources where possible.

Certification

Conejo Valley Unified - Member Representative

Mike Sanders

Principal

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Michael Sanders

Principal

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Approved by Mike Sanders

06/16/2022 06:04 PM PDT

Fillmore Unified - Member Representative

Amber Henrey Fillmore Unified School District

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Andrea McNeill

Asst. Superintendent

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Approved by Amber Henrey Fillmore Unified School District

06/16/2022 12:40 PM PDT

Moorpark Unified - Member Representative

Sean Abajian

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Justin Kiraly

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06/16/2022 01:51 PM PDT

Ojai Unified - Member Representative

Alexandra Mejia-Holdsworth

Adult School Principal

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Approved by Alexandra Mejia-Holdsworth

06/17/2022 09:06 AM PDT

Oxnard Union High - Member Representative

Michele Arso

Interim Principal

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Leticia Carabajal Oxnard Adult School

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Approved by Michele Arso

06/16/2022 12:44 PM PDT

Santa Paula Unified - Member Representative

Robin Gillette

Principal

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Approved by Robin Gillette

06/16/2022 02:42 PM PDT

Simi Valley Unified - Member Representative

Alan Penner

Principal

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Jose Posada

Accountant

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Approved by Alan Penner

06/16/2022 02:31 PM PDT

Ventura Co. Office of Education - Member Representative

Laurel Lary
Executive Director, Career Education
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Approved by Laurel Lary

06/17/2022 10:30 AM PDT

Ventura County CCD - Member Representative

Cynthia Herrera
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Approved by Cynthia Herrera

06/16/2022 01:10 PM PDT

Ventura Unified - Member Representative

Carolyn Vang-Walker
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Valerie Gaona
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Approved by Carolyn Vang-Walker

06/16/2022 03:06 PM PDT



California
Community
Colleges

