State Center
Adult Education
Consortium

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STATE CENTER ADULT EDUCATION CONSORTIUM

FINAL REPORT Submitted March 1, 2015

AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS

Photos of scenes from the Central Valley were provided by
Lawrence Salinas of Modesto, CA

PREFACE

Since the AB86 Adult Education Consortium Planning Grant performance period began, State Center Adult Education Consortium has come together 65 times. This includes meetings of the general consortium, sub-committees, and objective teams, as well as an educational pathways planning retreat, a broad network summit, and executive board member sessions.

Without the commitment of these participants for the duration of this process, we never could have composed a regional comprehensive plan so representative of the population we serve. The State Center Adult Education Consortium was established of necessity, but has flourished collectively. Existing relationships have been strengthened and new partnerships have been fostered each step of the way.

A greater awareness of the programs and services provided is now shared with everyone involved. This newly acquired knowledge has inspired innovative strategies to respond to the gaps and leverage existing structures throughout our region.

On behalf of the Executive Members and the entire State Center Adult Education Consortium, we thank all of those who have dedicated their time, efforts, and expertise to the creation of this regional comprehensive plan.

This has been a challenging, yet rewarding experience. By and large, this opportunity has allowed us to clearly demonstrate the immense need in our region for continued support of adult education programs and the benefits of meaningful collaboration.

With sincere gratitude,

Lori Morton

Project Director

Sherri Watkins

Project Coordinator

STATE CENTER CONSORTIUM

A Partnership for Success

MADERA ADULT SCHOOL 1969

SCCCD STATE CENTER COMMUNITY COLLEGE DISTRICT

CENTRAL UNIFIED SCHOOL DISTRICT

KINGS CANYON UNIFIED SCHOOL DISTRICT

CLOVIS UNIFIED SCHOOL DISTRICT

Fresno Unified School District

SANGER ADULT SCHOOL

SELMA UNIFIED SCHOOL DISTRICT SINCE 1877

Yosemite Unified School District

DINUBA UNIFIED SCHOOL DISTRICT *Cultivating Excellence*

CARUTHERS UNIFIED SCHOOL DISTRICT

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SUMMARY OF IMPLEMENTATION PRIORITIES

The following list of priorities is derived from the project narrative. The consortium has prioritized strategies that are key to the effective transition of the adult education system for our region.

Priority	Area	Description of Strategies	Cost
1	All	Extended time for AB86 planning with an extension of the MOE and continued funds for AB86 planning.	MOE costs + $750,000/yr.
2	All	Of the consortium funds, 70% will be allocated to K-12 adult schools to continue current service levels and 30% to the AB 86 Consortium for enhanced services	See Funding Model (p. 13-19)
3	All	Aligned data gathering tools to collect and share student data across multiple districts and state	Undetermined
4	All	Aligned assessment tools and protocols to ensure seamless student transition from K12 adult education to community college	Undetermined
5	All	This figure is only a representation of the cost of identified gaps. This does not reflect the entire region and the number is only a rough estimate.	$46,414,905.00

State Center Adult Education Consortium

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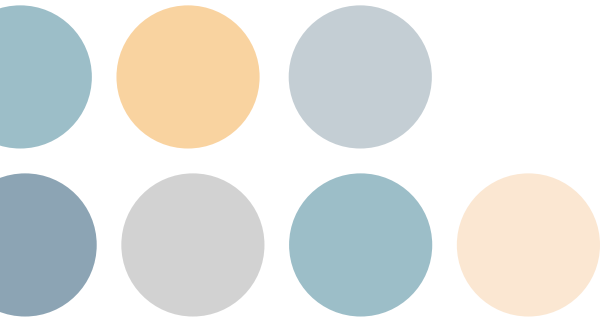
STATE CENTER ADULT EDUCATION CONSORTIUM OVERVIEW

OUR REGION

The State Center Adult Education Consortium (SCAEC) region is located within the San Joaquin Valley. The SCAEC region includes Fresno and Madera counties and borders portions of Kings and Tulare counties. Together, Fresno and Madera Counties cover an area of over 8,000 square miles of mountainous, agricultural, urban and rural communities in Central California. These counties are comprised of predominantly rural communities with the City of Fresno being the main metropolitan city having access to a robust transportation system which the rural communities lack. The most important barrier in Fresno and Madera Counties is the lack of economic diversity with agriculture being the main industry in the region. Currently, the Central Valley is home to 10% of the state's population, but projected population growth rates indicate that the region will contain 26% of the state's population by the year 2050.



In October 2014, the California County Scorecard of Children's Well-Being by Children Now report revealed that students in Fresno and Madera Counties show a need for improvement in the education, health and economic welfare of students in the central San Joaquin Valley. Based on a five-star rating system, with one star indicating a county is among the lowest-performing, Valley counties did not reach above three stars in the categories of education, health and welfare. Fresno County had 2.5 stars and Madera County had three stars for welfare and economic well-being. Fresno County had 2.5 stars across the board for education, health and welfare. The report stated that poverty is likely a factor in the Valley's ratings. Child poverty rates ranged from 35% in Madera County and 39% in Fresno County compared to a statewide poverty rate of 23%. Children living in areas of concentrated poverty often have barriers to well-being, such as a lack of transportation to healthcare providers and good schools. In the Valley, the high school graduation rate is lower in Fresno and Madera counties than the statewide average of 80%. Fresno and Madera are graduating 77% of their students.

State Center Consortium is a highly respected regional collaborative, noted nationally for success. A score of communities look toward SCC for educational leadership to improve their communities. State Center Adult Education Consortium is part of the State Center Consortium (SCC) within the State Center Community College District.

[1] Fully documented at www.valleyblueprint.org/. *Rate of population growth in central valley is projected at 2.03% annually, compared to 1.05 state average.*
[2] http://www.fresnobee.com/2014/10/29/4203585_valley-childrens-well-being-report.html?rh=1#storylink=cpy

STATE CENTER ADULT EDUCATION CONSORTIUM'S SERVICE AREA & MAP

- Auberry
- Biola
- Calwa
- Caruthers
- Clovis
- Dinuba
- Easton
- Firebaugh
- Fresno
- Friant
- Fowler
- Kerman
- Kingsburg
- Kings Canyon
- Madera
- Mendota
- Oakhurst
- Orange Cove
- Parlier
- Prather
- Raymond
- Reedley
- Riverdale
- Selma
- Sanger
- Squaw Valley
- Tollhouse
- Yosemite

ORGANIZATIONAL STRUCTURE

The pre-planning process for the AB86 Regional Planning Grant began on December 20, 2013, with a meeting of adult education schools and community colleges within the State Center Community College region. Prior to the meeting, invitations were sent to all school districts and potential partners within the region. During the following eight pre-planning meetings, general structure was established as outlined below.

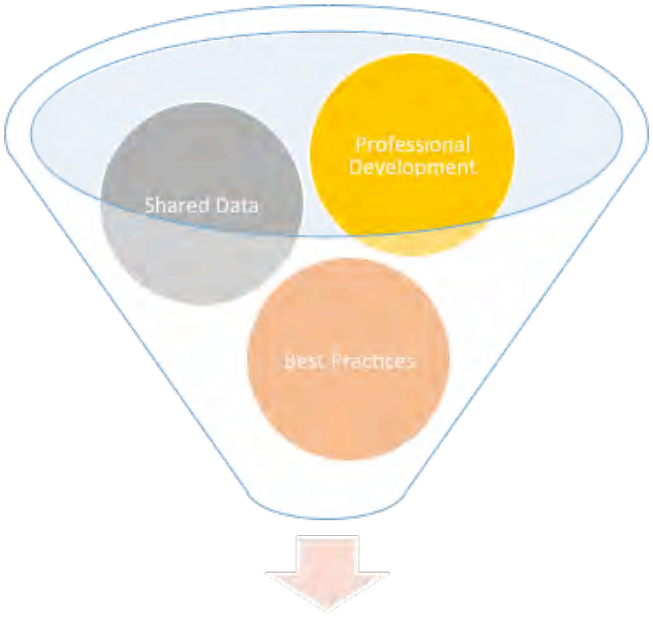
The State Center Adult Education Consortium maintains significant and expansive collaborative relationships between the State Center Community College District, regional area school districts with a focus on adult education and community based partners.

The current collaborative relationships between the State Center Community College District (SCCCD) and partnering districts allow for:

- Ongoing opportunities for professional development for instructors engaged in adult education;
- Shared agreements that delineate the processes for articulation and dual enrollment between the districts and the community colleges;
- Active participation in the Adult Education Taskforce, including monthly meetings and initiatives which focus on the advancement of adult education within the Fresno County area;
- Joint efforts in recruitment, placement testing, registration, orientation, student services and financial aid that continue to strengthen site specific relationships
- Fostering a supportive environment between all Consortium instructors to share best practices and curriculum alignment/development;
- Meetings to be held by the comprehensive Consortium group and sub-committee groups as needed. Additional meetings may be called as appropriate to accommodate workflow.

Analysis of current relationships and practices will inform and drive the planning process, utilizing data and reports from the various collaborations to foresee current and future challenges and opportunities. In response to analysis of gaps, specific initiatives that require collaboration and coordination among the Consortium can be determined to continuously improve the quality of the programs and services in adult education. This will be accomplished through ongoing and consistent communication with all Consortium members. The establishment of new relationships, that will respond to the gaps in programs and services, such as with the Apprenticeship Programs will enhance the planning process.

Collaborative relationships with Consortium Partners will inform the planning process in similar ways as collaborations with Consortium Members. The Consortium's planning priorities will assist in identifying potential partner groups. Review of the data and reports that are reflective of partners' work will also provide information that can be useful in the assessment process.

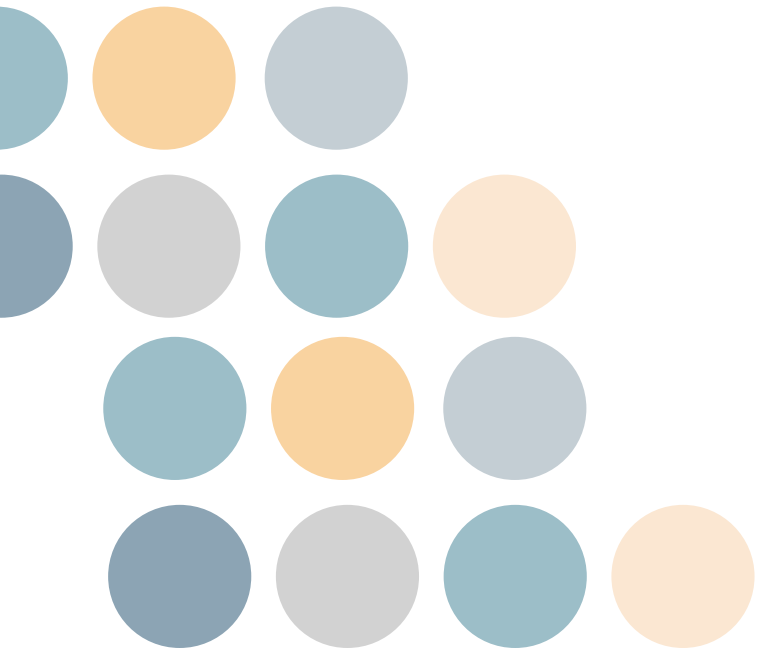


It will also be significant to review model partnerships that may provide a process for expanding and extending outreach. Planning will also be informed by the work in community-based organizations.

Specific initiatives that are identified that will require collaboration and coordination in the Consortium will also involve partners so there is a comprehensive focus on continuously improving the quality of the programs and services in adult education.

Shared Leadership Strategies

The State Center Adult Education Consortium will utilize qualified consensus for its decision-making process. Qualified consensus is a group decision making process that seeks the consent of all participants. Quorum is established if a majority [50%+1] of the membership is in attendance. Qualified consensus cannot be called unless a quorum is present at the time of action. Each Executive Member District has one vote. Qualified consensus is reached when a recommendation is deemed sufficiently agreeable such that no more than two members of the group oppose it. If two Executive Members vote in the negative, additional discussion of the subject will follow prior to another vote.



Collaboration and Communication

The SCAEC has had broad collaboration and communication throughout the AB86 planning grant. This collaboration had included members of K-12, community colleges, community members, business and industry partners. (See Appendix B)

A consortium website will be launched for SCAEC as a way for member districts, partner organizations, faculty, staff, and students to gain accurate and timely information about adult education and collaborative opportunities. This site will list programs and services offered in the region, as well as links to other community resources. Additional methods of ongoing communication include email blasts and quarterly electronic newsletters.

Program Area Sub-Committees

The Consortium has formed six sub-committees to support the work of the project; five sub-committees based on the five program areas, and a sub-committee that is responsible for writing the Regional Comprehensive Plan and related documents. Each sub-committee selected a chair at the first meeting in May 2014. The sub-committee chair is responsible for leading meetings and reporting back to the Consortium as appropriate. In lieu of advisory groups, sub-committees can solicit external expertise to support their work as appropriate.

Objective Teams

The Consortium formed four objective teams that included members from each of the program area sub-committees. This cross-collaborative effort allowed for members to learn about other organizations and what services they provided to adult learners. During the two meetings, each team addressed objectives 3, 5, 6 and 7 as outlined in the Regional Comprehensive Plan. Team leaders were chosen to facilitate the meetings based on their vast experience and knowledge of the specific objective.

Project Leadership

Project Director

The State Center Consortium (SCC) will provide project oversight for the members of The State Center Adult Education Consortium. Lori Morton from the SCC will act as Project Director for 20% of her salary and benefits over the 16 month period of the grant's performance. The role of the Project Director will include the following: act as administrative lead for project staff and project outcomes; directly supervise and provide project management; promote and foster a strong team culture and open and transparent communication; create an environment of trust and collaboration so that member/partner institutions and stakeholders see the AB86 Consortium as their own; and facilitate collaboration among AB86 Consortium participants and project staff.

Project Coordinator

The State Center Adult Education Consortium hired Sherri Watkins as Project Coordinator for 100% of paid salary and benefits over the 16 month period of the grant's performance. The role of the Project Coordinator will include the following: act as administrative support for the project; promote and foster a strong team culture and open and transparent communication; review and analyze data collected and submitted by AB86 Consortium members in project period; develop successful collaborative relationships with member school districts and project partners; and facilitate collaboration among AB86 Consortium participants.

Although there has been widespread discussion throughout the region on this grant the consortium recognizes that there needs to be more inclusion of all bargaining units and students in the future work on adult education.

Executive Member Districts

- Caruthers Unified School District
- Central Unified School District
- Clovis Unified School District
- Dinuba Unified School District
- Fresno Unified School District
- Kings Canyon Unified School District
- Madera Unified School District
- Sanger Adult School
- Selma Unified School District
- State Center Community College District
- Yosemite Unified School District

The State Center Adult Education Consortium currently has fifty-five (55) members and partners including twenty-nine (29) school districts, two community college campuses with three additional college centers and twenty-one (21) community based organizations.

Members

- Caruthers Unified School District
  - Caruthers Adult School
- Central Unified School District
  - Central Adult School
- Clovis Unified School District
  - Clovis Adult School
- Dinuba Unified School District
  - Dinuba Adult School
- Firebaugh Las-Deltas Unified School District
  - Firebaugh Adult Education
- Fowler Unified School District
  - Casa Blanca Continuation School
- Fresno Unified School District
  - Fresno Adult School
- Golden Valley Unified School District
- Kerman Unified School District
- Kings Canyon Unified School District
  - Kings Canyon Adult School
- Kingsburg Joint Union High School District
- Madera Unified School District
  - Madera Adult School
- Mariposa County School District
- Riverdale Unified School District
- Sanger Unified School District
  - Sanger Adult School
- Selma Unified School District
  - Selma Adult School
- Sierra Unified School District
- State Center Community College District
  - Fresno City College
    - Career Technology Center
  - Reedley College
    - Clovis Community College Center
    - Madera Center
    - Oakhurst Center
- Washington Unified School District
- Yosemite Unified School District
  - Yosemite Adult School

Partners

California Community Colleges Deputy Sector Navigators
California Department of Industrial Relations
Carpenters Training Committee of Northern California
Central Valley Regional Center
Employment Development Department
Fresno County Department of Social Services
Fresno County Jail
Fresno County Office of Education
Fresno County Public Library
Fresno Economic Opportunities Commission
Fresno Metro Ministry
Fresno Regional WIB Workforce Connection
Geekwise Academy
Immigrant Legal Resource Center
Kaplan College
Learn2Earn
Madera Workforce Connection
Proteus, Inc.
Reading and Beyond
SER Jobs for Progress, Inc.
Westmed College
Workforce Connection

PROPOSED FUNDING MODEL

Key Recommendations

In creating the proposed funding plan for 2015-2016 and beyond, the State Center Adult Education Consortium (SCAEC) recommends the following:

- An overall funding formula of 70% ongoing dedicated funding for K-12 adult schools via LEAs and 30% to be used for AB 86 implementation
- The 30% AB 86 implementation funds would provide enhance adult education services amongst members with 10% or $750,000 (whichever is greater) going to establishing an ongoing AB 86 SCAEC office
- Partners would be subcontractors of the AB 86 office or local K-12 adult schools
- Allocation Committee would provide input into the 30% SCAEC allocation
- SCAEC Board to revisit fiscal agent for implementation phase and potentially determine a new fiscal agent

Funding Allocations for FY 2015-2016

Current Funding Levels (Approximate)

Since 2007-08, the funding levels for the adult schools in the State Center Adult Education Consortium (SCAEC) has been reduced by 64%. The result has been a decrease in services to students who attended their local adult schools. Most adult schools in the area began to see local funding decrease beginning in 2008-2009. Table 1 demonstrates the current funding and cuts taken by local SCAEC members. The State Center Community College District has not provided current funding for non-credit courses.

Approximate Funding Levels: 2008-09 versus 2013-14

Table 1

SCAEC Members	2008-09	2013-14*	$ Change	% Decrease
Caruthers Unified	$149,237	$59,901	($89,336)	-60%
Central Union High	$804,863	$667,000	($137,863)	-17%
Clovis Unified	$4,326,898	$846,880	($3,480,018)	-80%
Dinuba Unified	$360,147	$209,080	($151,067)	-42%
Firebaugh-Las Deltas Joint Unified	$98,872	$5,000	($93,872)	-95%
Fresno Unified	$11,024,593	$3,828,035	($7,196,558)	-65%
Golden Valley Unified School District	$10,612	$0	($10,612)	-100%
Kerman Unified	$91,093	$0	($91,093)	-100%
Kings Canyon Joint Unified	$767,455	$775,981	$8,526	1%
Kingsburg Joint Union High	$96,573	$0	($96,573)	-100%
Madera Unified	$2,880,110	$684,875	($2,195,235)	-76%
Parlier Unified	$79,251	$0	($79,251)	-100%
Sanger Unified	$593,697	$492,096	($101,601)	-17%
Selma Unified	$415,016	$325,000	($90,016)	-22%
Sierra Unified	$89,027	$0	($89,027)	-100%
Washington Unified	$166,374	$0	($166,374)	-100%
Yosemite Unified	$262,343	$61,750	($200,593)	-76%
Adult Education Total	$22,216,161	$7,955,598	($14,277,615)	-64%
State Center CCD	N/A	N/A	N/A	N/A
Totals	$22,216,161	$7,955,598	$14,277,615	-64%

**Based on MOE BFY 2012-13 Allocations*

The dramatic decrease in funding for SCAEC's K-12 adult education programs has also resulted in a decrease in service by 64%. Six adult schools have shut down since 2008-09 resulting in a 35% decrease in adult school programs. The decrease in services have come at a time when many adults need to acquire job skills and/or high school diplomas to obtain work.

The proposed plan in Table 2 provides two of three funding options which would increase the investment in K -12 adult education programs and expansion funds for the State Center CCD, to meet the needs of adult students. Also, funds have been allocated for the reinstatement of closed K-12 adult schools. Those districts who closed their schools would need to provide a match to ensure successful opening.

In addition to the proposed 2015-16 funding options, SCAEC has also identified an increase in projected salary and benefits to ensure that academic and career services investments are not affected.

Table 2

2015-2016 Funding Options			
Items	Option 1 (08-09)	Option 2 MOE+	Option 3 (MOE)
Caruthers Unified	$149,237	$104,569	$59,901
Central Union High	$804,863	$735,932	$667,000
Clovis Unified	$4,326,898	$2,586,889	$846,880
Dinuba Unified	$360,147	$284,614	$209,080
Firebaugh-Las Deltas Joint Unified	$98,872	$51,936	$5,000
Fresno Unified	$11,024,593	$7,426,314	$3,828,035
Golden Valley Unified School District	$10,612	$7,110	$3,608
Kerman Unified	$91,093	$61,032	$30,972
Kings Canyon Joint Unified	$767,455	$771,718	$775,981
Kingsburg Joint Union High	$96,573	$64,704	$32,835
Madera Unified	$2,880,110	$1,782,493	$684,875
Parlier Unified	$79,251	$53,098	$26,945
Sanger Unified	$593,697	$542,897	$492,096
Selma Unified	$415,016	$370,008	$325,000
Sierra Unified	$89,027	$59,648	$30,269
Washington Unified	$166,374	$111,471	$56,567
Yosemite Unified	$262,342	$162,046	$61,750
Salary and Benefit Increase (21%)	$4,665,394	$3,187,060	$1,708,727
Total	**$26,881,554**	**$18,363,537**	**$9,845,521**
Allocated through AB86 Consortium Members & Partners	$11,520,666	$7,870,087	$4,219,509
State Center Adult Education Consortium (Operations & Coordination)	$750,000	$750,000	$750,000
Total	$38,402,219	$26,233,625	$14,065,030

- Option 3 is based on the current MOE funding with the additional salary and benefits allocation to ensure that the academic funds are not affected.
- Option 2 is the difference between the 2008-2009 funding and the 2013-2014 MOE, divided in half and added to the 2013-2014 MOE for growth and the same salary and benefits allocation.
- Option 1 has all of the same elements as Options 2 and 3 and matches the academic funds received in 2008-2009.
- Allocation to include enhancement to community college programs, K12 Adult Schools, and CBO subcontractors as recommended by Allocation Committee and approved by Executive Board.

SCAEC has also allocated $750,000 (see Table 3) to continue the work of AB86 and SB173 through the implementation of the SCAEC office. The itemized funding for SCAEC is as follows:

Table 3

Strategy	Funding Requested
A. Bridges and Pathways	
I. Assessment Integration and Alignment	$30,000
II. Curriculum Alignment	$60,000
III. Industry/Sector Specific Pathways and Course Articulation	$52,500
IV. Strategies for Accelerated Student Progress	$30,000
B. Comprehensive Student Supports	
I. Individualized Student Plan	$33,750
II. Counseling Best Practices	$60,000
III. Student Community Supports	$30,000
C. Common Data, Information and Accountability Systems	
I. Data/Accountability, Data Warehouse and Technology Supported Instruction	$75,000
II. SCAEC Information Systems (ASAP implementation)	$30,000
Ongoing Cost for SCAEC	$348,750
Total	$750,000

SCAEC is requesting that the AB86 Cabinet utilize the same use of funds criteria when using the consortium funds. SCAEC would use up to $30,000 to work with ASAP Solutions to provide a comprehensive SIS for all K-12 adult schools within SCAEC. The goal is to have a uniform SIS to share data between K-12 adult schools and the State Center Community College District.

Funding Allocations for FY 2016-2017 and Beyond

SCAEC is committed to ensuring that adults' needs are met in the consortium region. Therefore, SCAEC is committed to providing an overarching funding formula for any ongoing consortium funds which would derive from the Adult Education Block Grant as follows:

- An overall funding formula of 70% ongoing dedicated funding for K-12 adult The 30% AB 86 implementation funds would provide enhance adult education services amongst members with 10% or $750,000 (whichever is greater) going to establishing an ongoing AB 86 SCAEC office
- Partners would be subcontractors of the AB 86 office or local K-12 adult schools
- Allocation Committee would provide input into the 30% SCAEC allocation

SCAEC understands that there needs to be greater accountability for investments within adult education as a whole. Therefore, effective FY 2016-17, SCAEC proposes the implementation a comprehensive accountability system which would guide the AB 86 SCAEC allocation (30% of the block grant allocation). SCAEC's funding would have a K-12 adult school base coupled with the SCAEC allocation. (see Figure 1).

Figure 1

K-12 Adult Education Funding

- 70% of AB 86 Consortium Funds via Adult Education Block Grant
- Maintain current capacity of service (MOE)

SCAEC Consortium Funds

- 30% of AB 86 Consortium Funds via Adult Education Block Grant
- Enhanced services via K-12 Adult Schools and Community College (Members)
- Potential subcontracting of services via members and/or SCAEC
- Allocation Advisory Committee to provide input based on SCAEC plan and comprehensive accountability system

Robust Adult Education System

- With properly allocated funds and strategic distribution of services
- Aligned educational pathways to ensure student success
- Greater opportunities for skilled workforce in the SCAEC region

The comprehensive accountability system for adult education courses would possess metrics which would be utilize to guide SCAEC implementation. Potential metrics for the comprehensive accountability system are located in Table 5.

Table 5

	Potential Outcome Metrics	Potential Progress Metrics
State Center Community College District (SCCCD)	• Graduation Rate • Number of Degrees • Certificates Awarded • Transfer Rates • Time and Credits to Degree • Jobs Attained	• Enrollment in Remedial Education • Success in Remedial Education • Persistence • 30 Units Completion • Retention Rates • Course Completion • Low Income Students • Adults with Disabilities • Veterans
K – 12 Adult Education Programs	• High School Graduation Rate • High School Equivalency Exams Rate • CTE Certifications Awarded • Transfer to CC or Higher Education Rate • Jobs Attained • Citizenship	• Enrollment in Remedial Education • Success in Remedial Education • Persistence • Retention Rates • Course Completion Transfer • Low Income Students • Adults with Disabilities • Veterans

Figure 2

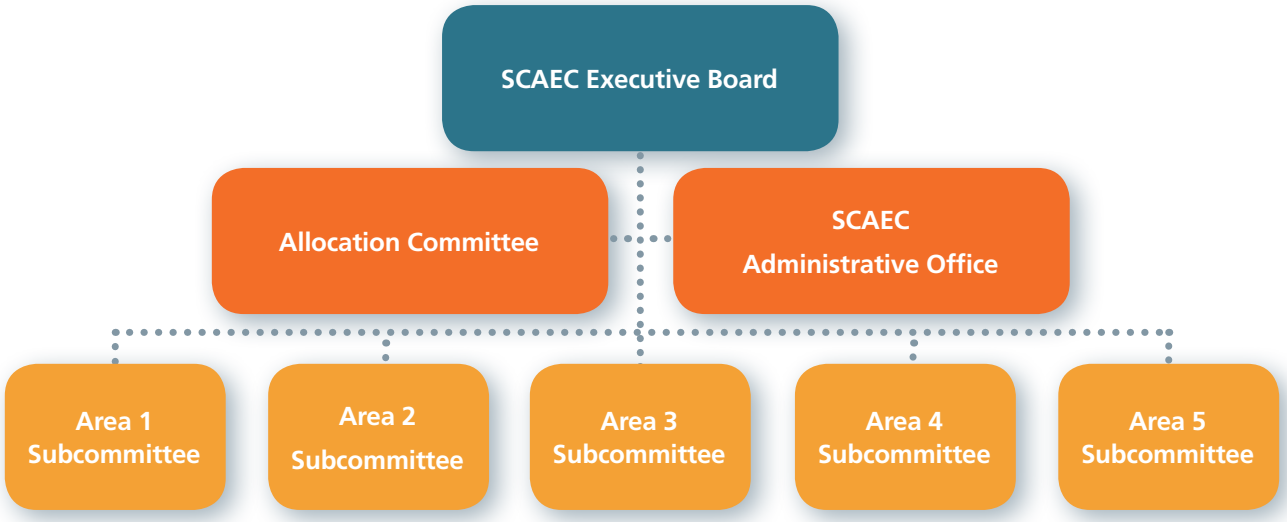
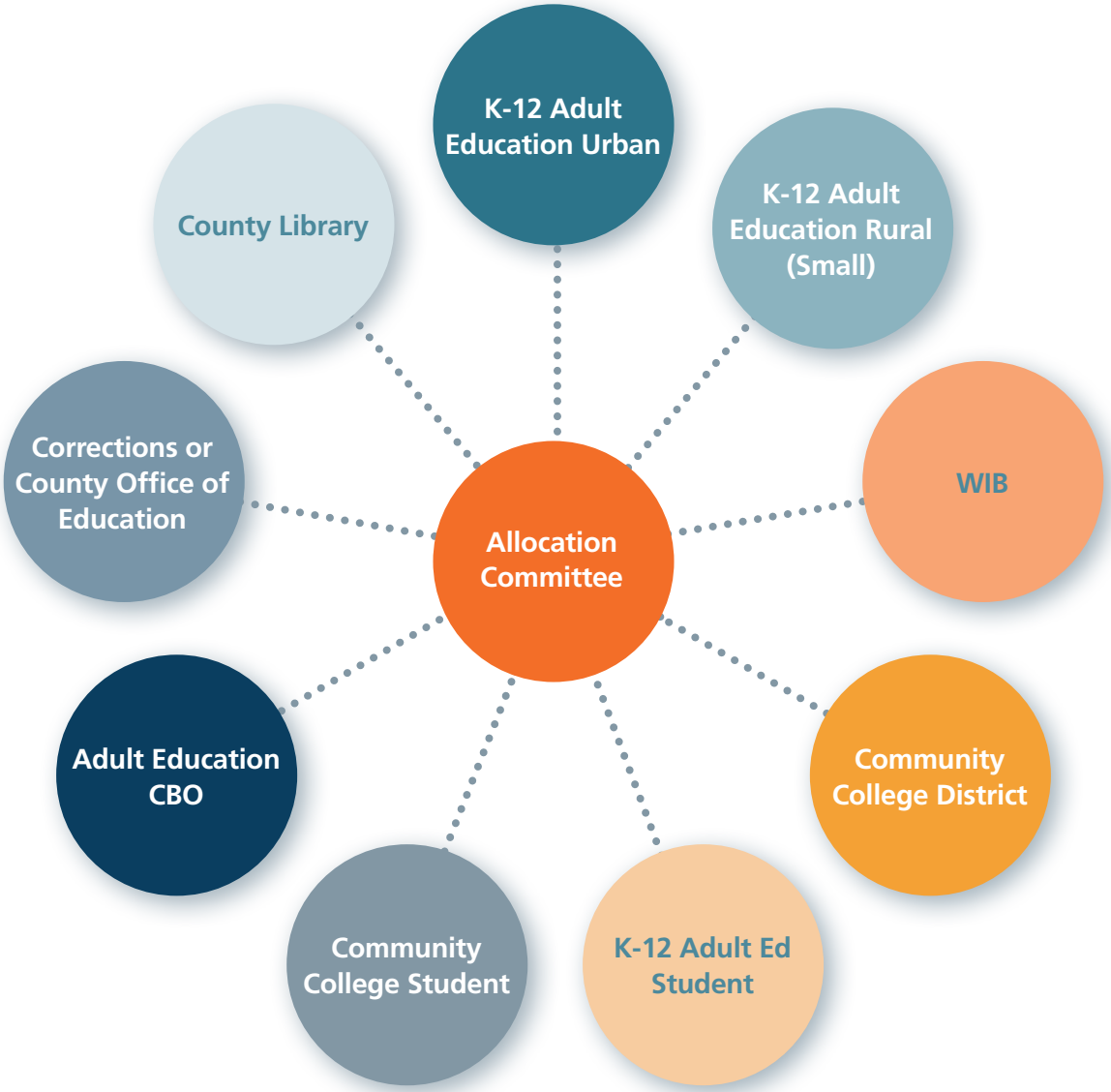

SCAEC Executive Board
Allocation Committee
SCAEC
Administrative Office
Area 1
Subcommittee
Area 2
Subcommittee
Area 3
Subcommittee
Area 4
Subcommittee
Area 5
Subcommittee

Figure 3



Proposed Allocation Advisory Committee

Allocation advisory committee members' term would be determined by the SCAEC Executive Board.

A representation of both urban and rural K-12 adult schools would be represented, along with students from both the community college and K-12 adult education systems. The goal is to provide stakeholder input in ensuring that local SCAEC adult students' needs are met.

Allocation Advisory Committee

In the spirit of collaboration, SCAEC will develop an allocation advisory committee (See Figures 2 and 3) which will be comprised of members and partners. The purpose of the allocation advisory committee will be to provide input on the SCAEC Executive Board's plan to allocate the 30% of SCAEC resources for student success. It will serve in the same capacity as an advisory committee might for Perkins programs, providing guidance and feedback but not governance of decision-making.

OBJECTIVE 1

Current Programs & Services

STATE CENTER
ADULT EDUCATION CONSORTIUM

OBJECTIVE 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

This section will describe the services and programs the consortium members and partners are currently providing in the consortium's region for each of the program areas as outlined in the AB86 Regional Comprehensive Plan. An evaluation of adequacy and quality will also be provided for each of the program areas. The following describes the evaluation of current levels and types of adult education programs within the region.

Analysis: See Table 1.

Program Area 1: Basic Skills

Elementary and Secondary Basic Skills, Including Classes Required for a High School Diploma or High School Equivalency Certificate

The State Center Adult Education Consortium has determined that within the region, Elementary and Basic Skills, also known as Adult Secondary Education (ASE) services, are provided at the highest level among the five areas. Of the 55 members and partners, 15 provide classes in basic skills (27.3 %).

A variety of GED and High School Diploma programs are offered in both metro and rural areas. Due to a variety of issues including funding, resources, facilities, training opportunities, outdated GED and High School Diploma curriculum, student persistence, transportation barriers, employment and child care, current programs are unable to adequately (reference table from state summit) serve the needs of the communities or meet their demands. Most adult school programs have to manage enrollment through a variety of methods: reduce or eliminate open enrollment at some sites; only offer independent studies for high school diploma; and charge materials fees or other administrative fees.

At the community college, basic skills courses are offered in three areas: reading skills, composition, and mathematics. Currently, the math program offers a series of courses beginning four levels below transfer, while the composition program and reading programs both offer a sequence of courses beginning three levels below transfer. National study shows that students who are assessed at a Basic Skills level often do not enroll in the recommended sequence of Basic Skills courses due to the aforementioned circumstances. (See table) (Community College Research Center/CCCR Brief No. 45)

Table 1:
Enrollment in and Completion of Developmental Sequences

Developmental course level (below college-level) to which student was referred	Student Progression				Total (N)
	Never enrolled in a developmental education course of any kind	Did not complete sequence, but never failed or withdrew from a course[1]	Did not complete sequence: failed or withdrew from a course	Completed sequence	
Math					
1 level below	37%	2%	17%	45%	59,551
2 levels below	24%	13%	32%	32%	38,153
3+ levels below	17%	23%	44%	17%	43,886
Total	27%	11%	29%	33%	141,590
Reading					
1 level below	33%	5%	12%	50%	54,341
2 levels below	21%	13%	24%	42%	16,983
3+ levels below	27%	19%	25%	29%	6,825
Total	30%	8%	16%	46%	78,149

[1]The small percentage of those who were referred to one level below college-level and who never failed a course yet did not complete their sequence are likely to have enrolled in a lower level of remediation, passed that course, and left the system.

One of the recommendations of the Student Success Task Force was to require students to complete remedial courses in their first year of college. To support students in taking these courses California Community Colleges have received increased funding. This funding includes Student Support Services and Programs (SSSP) and Student Equity funding. Colleges have submitted SSSP and Student Equity Plans that outline use of these funds to provide additional counseling, tutoring, matriculation support, and professional development. These are based on best practices that should be supported with similar funding models at adult schools. Community colleges also support basic skills students by offering specialized cohort programs, such as EOPS, CalWORKs, TRIO, Puente, etc.

Although community colleges and adult schools work with community partners in the region to provide supplemental student support services, there is still potential for expansion due to flexible funding streams, infrastructure capacity, leveraging of existing partnerships and less regulatory delivery systems. Additional outreach efforts could result in increased utilization of service.

The following information is an anecdotal representation of basic skills service providers within the State Center Adult Education Consortium region:

Central Adult School served over 600 students in 2013-14.Courses are delivered using the whole class instruction model. Students attend six hours per week and move across levels of complexity based on local assessments. GED track students who do not meet the minimum score to enroll, are placed in a pre-GED course that addresses gaps in math and English.

Clovis Adult Education went from $4 million dollars annually to only $800,000 annually. Clovis Adult Education has tried to maintain courses but have gone from direct instruction to paper packets of multiple subjects which have caused the program to lose some meaning. They serve 1600 students total; 400 per quarter and 4 quarters. They have two levels of English and Math (0 to 4 and 4 to 7) in their ABE program. They are working with Clovis Community College Center to align their English and Math to their 1st and 2nd remediation classes. They have three deliveries of instruction for the high school diploma program: independent study, online classes and on campus classes. The GED is also offered online. Students need to attend 2 to 3 times per quarter for face to face testing. ABE students can't take the online classes; they are required to attend classes.

Dinuba Adult School offers basic skills classes only. Enrollment is capped at 100 students; there is a $50 enrollment and book fee. Independent Study delivery for diploma courses only. CAHSEE study class is provided. Their school has a waiting list of 40. They have one principal for three alternative schools and five to seven teachers.

Fresno Adult School (FAS) offers a robust ASE program including: ABE I, II, and III; GED; and High School Diploma. The classes are offered at both campuses, currently 3 comprehensive high schools, 1 middle school, and 2 community centers anywhere from 8:30 AM - 7:30 PM. There are also Spanish GED courses which are provided. FAS will serve over 4,500 students within the ASE program and graduate over 600 through the combined GED and High School programs. Within the High School program, FAS offers a CAHSEE intervention class which has increased its passing rates by a minimum of 39% in English Language Arts and 51% in math.

Fresno City College (FCC) – At Fresno City College, approximately 75% of students take one or more remedial courses. The college offers writing and reading courses that start two levels below English 1A and the math department offers courses starting at basic arithmetic. ESL also offers courses in basic grammar, reading and writing two levels below transfer English. Most students take a placement exam to determine their starting point for writing, reading, ESL and math. However, the college has begun to formalize multiple measures to improve placement levels. Multiple measures include students' high school grades in math and English as well as a review of their highest level of math. Further, FCC offers academic support services for students that include a Writing and Reading Center, Tutorial Center and computer lab. Tutoring services have two components; drop in tutoring and supplemental instruction using peer led study sessions.

In addition, FCC has a variety of learning communities that provide groups of students with a cohort model, with some offering block scheduling, to further support student learning. One of these learning communities is targeted directly to basic skills students and provides three semesters of a cohort model, with block scheduling and focused support including a designated counselor, tutoring, and matriculation assistance.

FCC is also studying the feasibility of requiring basic skills students to take math and English in their first year of college as well as scaling up their learning community models. The college has recently revised it campus equity plan to provide a focused approach to meeting equity gaps many of which include basic skills students.

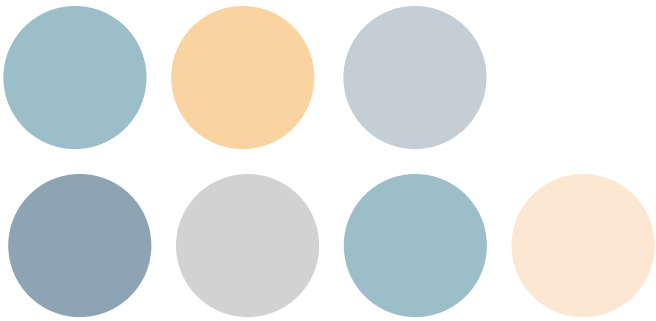
Fresno County Department of Social Services contracts with adult schools in the metro areas of Fresno (Fresno, Central and Clovis Adult) to provide access to services. The goal is to extend to the rural areas by offering contract classes for their clients to participate in basic skills. Another analyst is working with the community colleges to redevelop what they are doing now to better serve their clients. It is difficult to serve the rural areas which have the greatest need.

Fresno County Library Adult Literacy Program has 34 branches in the county library system. The Fig Garden, Central, Gillis, Woodward, Clinton branches are most commonly used. Fresno Adult School refers people based on poor performance for CASAS. People who aren't comfortable in the classroom come to the library. There are 260 students working with tutors, and the library has a volunteer base of 400. The Library's Literacy Department provides instruction and tutoring in adult basic literacy grades zero to five.

Golden Valley Unified School District does not receive any specific funding for adult education; however, they do offer an online diploma completion program which serves about 25 students each year.

Kings Canyon Adult School offers high school diploma and no GED. On average they serve 600 adults per year seeking a high school diploma. The school averages approximately 80 graduates per school year. Kings Canyon Adult School offers classes Monday-Thursday, adult independent studies, and credit recovery classes online for students. Each class is offered once a week for three hours. CAHSEE prep classes in both ELA and Math are offered. There are no fees associated with enrolling into adult school classes.

Madera Adult School offers 9 to 10 week quarter courses in both structured teacher-led classrooms and online learning classes during both mornings and evenings. Courses for high school credit are available for adults returning for a high school diploma. The Madera Adult School also offers preparation and administration of the High School Equivalency exam (HiSET), GED (preparation only), the GED Transitional Waiver Program to serve incarcerated students, and the California High School Exit Exam (CAHSEE). Courses in Adult Basic Education (ABE) are available in the morning and evening to improve basic reading, writing, and math skills. ABE students' reading levels range from K through 5th grade. There are over 500 unduplicated students served by one full-time teacher and five part time teachers. Persistence is a challenge. They have managed enrollment for the day program and open entry-open exit in the evening classes. Students are charged $20 per quarter. Basic Skills courses are offered three times per year.



Madera County Workforce Investment Corporation Eligible individuals are assisted with the cost of exams necessary to obtain a High School Equivalency certificate. The agency does not provide the instruction directly, but refers individuals to their local adult school for instruction and testing.

Proteus, Inc. provides Adult Basic Education (ABE) classes, High School Equivalency Classes (HSE), and the High School Equivalency Program (HEP) funded by the Office of Migrant Education for migrant and seasonal farm workers and their families. These classes are offered in the cities of Hanford, Dinuba, Lindsay, Porterville, and Visalia. HSE prep classes are offered in English and Spanish. After HSE is attained, students are assisted with employment services, vocational training services, entry into the military and/or entry in an institution of higher learning.

Reedley College (Courses are also offered at the following Reedley College Centers: Clovis Community College Center, Madera Community College Center and Oakhurst Community College Center.) At the community college, basic skills courses are offered in three areas: reading skills, composition, and mathematics. Currently, the math program offers a series of courses beginning four levels below transfer, while the composition program and reading programs both offer a sequence of courses beginning three levels below transfer. Assessment results indicate that while at least 75% of incoming students qualify for one or more basic skills courses in a given year, approximately 30% of students actually enroll in their first semester. Of the students taking a remedial math course, only 30.9% of those students will have completed a college-level course in the same discipline in six years. The goal of the pre-collegiate sequence is for students to take all needed reading, writing and math classes first. Research indicates that overall persistence increases when students are motivated to complete these requirements early in their college career. The First Year Student Success model was initially implemented with success, and its continuance is supported campus wide. Since Basic Skills classes are often an advisory for content area classes rather than a prerequisite, many students fill their schedules with a variety of courses including those that should be taken after the basic skills work. As a result, content area instructors have had to adjust the accessibility of their curriculum and methods of teaching to accommodate the large percentage of academically unprepared students enrolling in transfer level courses. Low enrollment, then, in pre-collegiate classes has resulted in a number of course cancellations. While need for such classes has increased, ironically, demand for basic reading, writing, and math courses has decreased. Changes in financial aid have caused fluctuations in enrollment and students face barriers such as the need for transportation and childcare. A lack of classroom space on campus and a limited number of qualified instructors have impacted the sequential program offered at Reedley College.

Sanger Adult School offers high school Adult Basic Education diploma classes. Sanger does not offer the GED. On average Sanger serves 400 adults seeking a high school diploma per year. Of those within graduation range, 80% graduate. This is equivalent to 80 to 90 students per school year who earn a high school diploma at Sanger Adult School.

The high school diploma curriculum meets the state standards and is currently being redesigned to meet the CCSS. Sanger Adult School is WASC accredited. In order to assist students on the graduation track, Sanger requires each one to complete a transition plan. The plan they submit must identify their goals and strengths. Once the plan is completed, students meet with the administrator to develop a comprehensive plan for transitioning to college and/or career training program. In addition to this plan, all students enrolled for diploma purposes must also enroll in one of the school's CAHSEE prep class until they have passed the exit exam.

Selma Adult School offers three different programs for ABE. They offer a General English Course where students will get support in reading and writing. The General Math course is offered to help students with math computation. They currently have forty plus students enrolled into this program.

The financial cuts have caused them to restructure GED prep courses by charging students a $50.00 fee for books and course materials needed to prep for the tests. This has affected our enrollment for these courses since we do not offer the test here at our site. So many students choose to attend other programs.

The ASE program offers two separate ways to earn a high school diploma. The first is a traditional model with direct instruction from the teacher in a core area of (English, math, science, and social science). The second program is designed to meet the needs of students individually with a face to face model of independent study. Students who are enrolled in the independent study program can also take some courses in an online class format. This is the largest of the three programs offered, with two hundred plus students enrolled each semester and with about ninety students earning a high school diploma each year.

SER Jobs for Progress, Inc. HEP provides high school equivalency preparation specifically for seasonal and migrant farm workers. Individuals must provide verification of agricultural industry related work for eligibility purposes. SER-HEP offers high school equivalency (HSE) morning and evening courses (Spanish and English) in Fresno (3), Kerman, Madera, Orange Cove and Parlier. The SER-HEP provides books and materials FREE to eligible participants. Additionally, the SER-HEP pays for HSE testing and provides a $250 scholarship to those students completing and graduating from the program. Placement services in postsecondary programs, upgraded employment and enrollment in the military or vocational training programs are also provided to all graduates of the SER-HEP. Individuals must be 18 years of age. Other eligibility factors considered include an eighth grade reading level and high motivation. Transportation and child care continue to be challenges for our students. SER-HEP enrolls an average of 165 students annually. The graduation rate for SER-HEP is above 70%.

Ninety percent of students choose to enroll in Spanish speaking courses. As a result, there is a tremendous need for graduates to enroll in an adult school or community college ESL program in or near their community. Many times they will travel more than 15-20 miles to enroll in an ESL course.

Yosemite Adult School offers basic skills through its adult high school diploma program. In the 2014-2015 school year, 16 students are enrolled in the diploma program, making satisfactory progress toward completion of graduation requirements. There are 50-60 students served in this basic skills/high school diploma program each year. This basic skills program typically serves 40% students with disabilities and is structured on a modified independent study instructional delivery model. One part-time instructor serves students in this program with a maximum of .6 FTE. All Yosemite Adult School diploma candidates are required to complete a Senior Project including rigorous involvement in community service and presentation to a community panel comprised of business leaders and other community volunteers. In order to support student success on the CAHSEE, individualized tutoring sessions are provided to each student tailored to bolster their skills in areas of difficulty reflected in their scores. As a result of this support, it is the rare student with disabilities who requires access to a waiver in order to graduate with this requirement successfully completed. GED preparation is limited to volunteer time provided to community members who may need assistance in this area, and then direction to a testing center in the valley. The Yosemite Adult School diploma program consistently operates with a waiting list of 10-15 students needing services. This does not include students who may benefit from a diploma program, but are instead directed to GED testing centers in the valley.

Program Area 2: ESL

Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language (ESL) and Workforce Preparation Classes in Basic Skills

English acquisition is a significant obstacle for many in the region. This region has a large population of immigrants with a variety of backgrounds. Many come to the United States with little or no formal education. Others come here with multiple degrees and can speak several languages.

There are a variety of ESL programs available in this region: each caters to a specific ESL student. This is a definite strength. Out of 55 members and partners, 13 provide classes in ESL (23.6%). The total number of Unduplicated Enrollment was 13,742 for the 2008-2009 school year, 7,342 for the 2012-2103 school year and 6,318 for the 2013-2014 school year. For adult schools, the decrease in enrollment is due to loss of funding after Tier III flexibility. Classes are offered at a variety of locations and times to meet the needs of the students. Most ESL programs at the adult schools offer basic skills instruction, GED preparation, or classes in U.S. Citizenship. This region has a very strong network of community members and partners who participate in a Deferred Action for Childhood Arrivals (DACA) and a U.S. Citizenship Academy.

The ESL Sub-committee identified gaps in current services relating to alignment among schools and between the adult schools and community colleges. One gap is inconsistency in the current language used to describe students and their current levels of language acquisition. Many of the same barriers facing basic skills programs are shared among ESL programs. Transportation, child care, employment and student persistence are among the biggest challenges. Two other struggles include a lack of enrollment and a difficulty getting students to transfer to the college level. Students develop bonds and relationships within their courses and programs and are reluctant to transition. There is a real need to develop continuity of education within career paths, even Career and Technical Education (CTE) programs. In the rural areas, particularly the smaller school districts and more economically disadvantaged communities, more services are needed to bridge gaps for English Learners.

The community colleges offer academically-focused ESL courses with the goal of transitioning students to college-level courses. Offerings and levels vary from campus to campus depending on the needs of the student population of the area. Community colleges have struggled to maintain enrollment in these programs. Traditionally, all of our ESL courses have been for credit. Reedley College is experimenting with dual roster, credit/non-credit courses with the hopes of increasing enrollment.

The following information is an anecdotal representation of ESL/Programs for Immigrants service providers within the State Center Adult Education Consortium region:

Central Adult School has about 350 unduplicated students a year. Courses are offered five days and four evenings a week in ESL and ABE. Preparing students to be college or career ready is the overarching goal. Students arrive at many different levels, from having no education in their native language to some who have a college degree. The challenge is creating an individual plans that fit their needs. Students wanting to enroll in a GED course, when the "beginning ESL class" is the proper placement, requires counseling specific to the education path they will use to achieve their goal.

Clovis Community College Center has no ESL levels at the time.

Clovis Adult School has about 700 unduplicated students a year in day and evening classes with ESL, Basic Skills and Citizenship. The biggest need is to figure out how to get students to transition to college. ESL students don't want to move. If ESL students have diploma from their country, they don't get financial aid, so they prefer to get their GED or HS diploma.

Fresno Adult School has served approximately 2400 unduplicated students in the ESL program this school year. Multi-level classes are held at elementary school sites. Individual levels are held at the main Cesar Chavez campus. Citizenship classes are held at the Cesar Chavez Campus, focusing on ESL and transition to Community College and work force preparation. In addition, Common Core standards are being integrated into ESL classes and professional development is provided to instructors via Fresno Unified K-12 District Office. Fresno Adult School also networks with community partners including New Americans of the Central Valley to provide additional services to their students.

Fresno City College eliminated its lowest level ESL but may reinstitute it in the near future. There are three levels below English 1A offered (70% of students need remedial classes.) FCC offers academic support services for students that include a Writing and Reading Center, Tutorial Center and computer lab. Tutoring services have two components; drop in tutoring and supplemental instruction using peer led study sessions.

Of the ESL students in remedial courses, 28.4% completed a college-level course in the same discipline within six years (Fresno City Scorecard). Fresno City College also offers The Network Scholars Learning Community, designed for Fresno City College students taking basic skills classes in English, ESL and math. Students take a coordinated sequence of classes leading to graduation and transfer. Currently the Network Scholars launches a new cohort each fall and services a maximum of 54 new students in two pathways: Developmental English and ESL. In their third semester students take transfer level courses, but are still connected to the learning community through the Basic Skills counselor, field trips, social events and focused tutoring.

Fresno County Public Library has offered the literacy program for 30 years through Fresno County Public Library. There is one-on-one tutoring. There are 34 branches with tutors. There is a partnership with the jail and Fresno Rescue Mission and Rescue the Children. Tutoring and support is provided through Measure B funds. Instruction is English only. Another option is conversation circles in which adults can build basic skills in the topic of civics. The library is hoping to increase access to other services such as employment, offering GED assistance, looking at HiSET and TASC as an alternative. The state continues to pull back traditional funding, so the library continues to search for new structures based on new funding sources. The Fresno County Public Library is connected to networks to promote services. The Library partners with Fresno Adult School to provide United States Citizenship Classes during times when the adult school is not open. The Literacy Department teaches basic workforce preparation skills and also provides conversation circles for those seeking to master conversational English skills.

Golden Valley Unified School District does not currently offer ESL programs; however there are approximately 20 adults interested in beginning an ESL course.

Immigrant and Legal Resource Center (ILRC) is not an educational institution; however, training is provided for legal services. The ILRC coordinates a Deferred Action for Childhood Arrivals (DACA) project that was approved by The White House in June of 2012. Students who arrived before age 16 can get a Social Security Number and driver's license. This increases opportunities for each DACA candidate. There is an educational requirement required for the DACA process. DACA clients can enroll in GED classes, Career and Technical Education or community college. Farm workers require English as a Second Language (ESL) services. ILRC tries to refer students into appropriate programs to fulfill DACA requirements. About 1.9 million qualify. Many in the Central Valley do not apply because there are not enough adult schools offering qualifying programs. ESL is one of the qualifying programs. ILRC is available to provide info on DACA workshops, which are free. Participants pay the government a fee for their DACA process. The Educational Leadership Foundation provides services in assisting students with the process. A connection was made with Clovis Community College Center (CCCC) and ILRC at an AB86 sub-committee meeting and ILRC will schedule a DACA presentation on the CCCC campus. There is a Dream Act which is only at the California level. DACA is not the Dream Act. DACA is important; if there is Immigration Reform, the DACA members will have an easier pathway to citizenship. There is ongoing collaborative work with dozens of non-profits and partners in Stockton, Modesto, and Bakersfield regarding DACA.

Kings Canyon Adult School holds four different levels of ESL classes four nights a week, Monday-Thursday from 6:00-9:00PM, on site at Reedley High School. They also hold a multi-level ESL class in Orange Cove two days a week. A majority of students state they are taking English classes to assimilate or to demonstrate to their children the importance of education. An ESL class has incorporated technology to teach students English and technology communication skills. Technology communication skills are now basic skills and critical to our ESL's ability to communicate with schools, families, job applications, career skills, etc. Free childcare is provided on site for all children of ESL parents. There are no charges to enroll in ESL classes.

Madera Adult School offers day and night ESL classes. Enrollment is 350 a quarter. Individuals want basic skills in conversational English. Housewives attend morning classes and a variety of students attend after work in the evening. Most students want to improve advancement. The Madera Adult School campus is a United Nations melting pot with the need to offer ESL at different levels. The biggest challenge for many students is seeing themselves capable of moving to a community college. ESL classes are offered and well attended at local elementary schools. The upcoming plan for Madera Adult School will be to incorporate more conversation classes. The largest program is ESL, but once a student finishes a level, they gravitate to ABE/ GED classes because they are comfortable where they are.

Madera Center currently offers one section of ESL two levels below transfer (English 1A) is offered at Madera. In the fall 2015 semester at the Madera Center, courses at three levels below transfer will be offered in order to accommodate students coming from the feeder high schools and any Madera Adult schools wishing to transfer to the Madera Center. Courses in academic reading/ vocabulary, grammar/writing and oral skills will be offered. Classes will be offered for credit or noncredit and they will be taught as dual-listed so that students are together in one class. Lower levels will be offered depending on need in rural areas outside of the greater Madera area.

Madera County Workforce Investment Corporation refers eligible individuals to Madera Adult School for Citizenship and/or ESL instruction. The organization provides activities and services to individuals in the area of Workforce Preparation Skills, including application completion, resume development, interviewing preparation and employment retention skills.

Proteus ESL / Citizenship classes are offered in Tulare and Kings Counties, and classes are multi-level. The majority of students are intermediate low level. College of the Sequoias partners with Proteus to offer college-level ESL classes at the Proteus Hanford and Dinuba locations. In this partnership, the Instructor is funded by College of the Sequoias and Proteus provides space and associated facility costs. The intent is that the students will eventually attend the COS campus. Proteus ESL classes are non-credit. Hurdles include sticking with the program (back and forth due to work schedules and life). Childcare is provided by Proteus for students enrolled into ESL classes. Deferred Action has increased the demand for classes in ESL/ Citizenship as well as ABE and HSE.

Reedley College offers three levels of credit academic ESL instruction which correspond to the California Pathways Descriptors of intermediate-high, intermediate, and intermediate-low. Each level has two or three skill-specific courses. Classes are offered in the morning and early afternoon. Starting in fall 2015, classes will be offered for credit or noncredit and they will be taught as dual-listed so that students are together in one class. Lower levels will be offered depending on need.

Sanger Adult School offers daytime multi-level ESL classes are held at available elementary school sites. Evening classes are held at the district's high school campus. The evening ESL classes are leveled. Majority of ESL students state they are taking English classes to assimilate or to demonstrate to their children the importance of education. ESL classes have incorporated technology to teach students English and technology communication skills. Technology communication skills are now basic skills and critical to ESL's ability to communicate with schools, families, job applications, career skills, etc. Each year, Sanger Adult School struggles to find reliable and available space to hold classes and computers labs to meet the needs of our ESL students.

Selma Adult School offers English as Second Language for over a hundred students per semester in three different programs. Program offerings are Intro to ESL, ESL 2, and ESL 3, tailoring each program to a specific level of English acquisition based upon initial assessment in the intake process. Students come two days a week to a three hour class that is broken into two different parts to give them direct instruction for English acquisition and civics/citizenship preparation. Students also have two additional days that they can come to the computer lab to work on their individualized lesson specific to their needs. This allows students to be supported four days of week.

SER Jobs for Progress, Inc. has the HEP (High School Equivalency Program) TED / HS Equivalency for seasonal farm workers. Students have to work directly with the crop to qualify for program. Students/parents are migrants. Parents will qualify if they have a certificate of eligibility for migrants. They hope to continue to receive funding. Now there are 3 options for HS diploma alternative in CA (or to be soon) including GED 2014, HiSET, and TASC. HiSET offers a paper / pencil version. Students in SER / HEP must have an 8th grade level. Those below 8th grade are referred to other programs. Once students graduate from GED, students must be enrolled in post-secondary or military or other training. Most students take GED in Spanish. Students are looking for college ESL classes. Some students have degrees from home country and need to be transferred. SER Jobs for Progress offered programs in Parlier, Kerman, Madera, and 3 Fresno sites morning and evening. Transportation and child care are issues.

Yosemite Adult School Prior to flexibility and the loss of funding for Adult Education in Yosemite Unified School District, a citizenship program was conducted at a remote site in Raymond, California, for Spanish-speaking, Mexican nationals seeking United States citizenship. Approximately ten students each year completed this program, and the program was a real source of pride to the school community at Yosemite Adult School.

Program Area 3: Adults with Disabilities

Education Programs for Adults with Disabilities

In the State Center AB86 Adult Education Consortium's region, there are 106,376 Adults with Disabilities. Out of 55 members and partners, only 6 provide classes in this area (11%).

Fresno Unified School District, the largest in the region, has the strongest program (housed at Fresno Adult School) besides what is available through the community colleges. Services include Special Day Classes (SDC) classes with workability, Resource Specialist (RSP) credit recovery for High School Diploma, embedded workforce skills and Transition to College. These services are not consistently available across adult schools in the region.

At the community college level, programs include Workability, Disabled Students Program & Services (DSPS), Adult Transition Programs, General Education Transfer support, AA/AS degree, transfer level students to university and Transition to Independent Living and Education Program (TILE). There are limited programs to help students transition from K-12/adult schools to community colleges.

The following information is an anecdotal representation of Adults with Disabilities service providers within the State Center Adult Education Consortium region:

Fresno City College

- TILE program ID and CVRC
- DSPS services

Fresno County Public Library provides some computer accessories for library computer users with visual or motor disabilities; the library provides federally funded Talking Books plus other audiobooks for those unable to hold or see books.

Fresno Adult School

- Adult school serves 18-22 year old students only
- SDC classes with workability
- RSP credit recovery for HS Diploma
- Workforce embedded
- Transition to college at Fresno Adult

Golden Valley Unified School District recently started an ATP program for disabled students. RSP/SPED support is provided by teacher to about five adult students.

Madera County Workforce Investment Corporation provides sponsorships for training with Adult Schools and Community Colleges for individuals with disabilities. The type of educational services supported is dependent on the individual's needs, goals and employment plan.

Reedley College (RC) offers Developmental Services classes through DSP&S that assist students in building basic skills. These are below college level and address reading, writing, math, computer skills and communication skills. Classes are offered primarily at RC and FCC, but a few classes are also held at MC and OC. DSP&S is a district wide department so the Transition to College program (TTC) is also district wide. The TTC counselor/coordinator reaches out to all SCCCD feeder high school special education and 504 students to help them transition to the community college closest to them or that has the program that they need. DSPS services support students for the duration of their time as students of the college to assist them in achieving their goals.

Three levels for service at Reedley College:

1. Some students are capable for a degree (Workability) - Cooperative grant with State DOR - Some are capable of obtaining a degree or certificate and then go to work. Others build some skills and move to entry level jobs with the support of DOR
   a. ID student move on to workability II with job developer
   b. If not job ready move on to SSI referral
2. AA/AS Degree
3. Transfer level students to university
   a. General education transfer support

Yosemite Adult School In the area of service to students with disabilities, Yosemite Adult School has a high percentage of students who receive on-going services to pursue their diploma with support through the Adult Basic Skills/diploma program. While the percentage of students with disabilities varies from year to year, it ranges from 35-50% of the total adult population. Students are provided access to a fully credentialed Special Education teacher as well as personal tutoring through a para-educator to meet the goals of their IEP. Yosemite Adult School has an especially high success rate with their population of students with disabilities including completion of Senior Projects and passage of the CAHSEE through a special, targeted support program.

Program Area 4: CTE

Short-Term Career Technical Education (CTE) Programs with High Employment Potential

Among the regional members and partners, 11 of 55 (20%) have identified short term CTE offerings. A variety of programs are offered to prepare participants for entry level employment in several industries including warehouse, industrial maintenance, manufacturing and welding fabrication and design; automotive, auto collision, GM certification and truck and bus driving certification; numerous programs in health care, dental and pharmacy tech. In addition to these technical fields, offerings include business, computing, custodial and grounds keeping, child development, criminology, fire and forestry, culinary arts, photography and marketing.

Adult schools and community colleges offer various CTE programs. In addition, community colleges offer the option of an associate's degree in some of the CTE areas. All CTE programs at the community colleges have community advisory committees and undergo review every two years in order to keep up the industry standards and labor market needs. There is limited dialogue between adult school and community colleges.

Despite the programs indicated, evaluation of the current offerings reveals that there are a number of challenges within the region with regards to CTE programs. One of the most profound issues deals with the number of students who enter programs with below basic skills. Additional barriers include lack of funding and facilities to offer more sections of courses. Many of these programs have large managed waitlists. Due to these barriers, many experience delays in reaching their short-term career goals.

The following information is an anecdotal representation of CTE service providers within the State Center Adult Education Consortium region:

Central Adult School

- CNA
- Auto Body Collision Repair
- Administrative Assistant

Clovis Adult School is both WASC and COE accredited. COE allows Title IV Federal Aid:

- LVN
- CNA
- Home Health Aide
- Acute Care
- Clinical Medical Assistant
- Medical Assistant Front Office Administrative Support
- Restorative Nursing

Fresno Adult School

- Custodial
- Food Service Worker
- Groundskeeper
- Computers in the Workplace
- IC3
- MOS 2013
- Professional Office Assistant
- CNA
- LVN
- EMT
- Para-professional (teacher aide)
- School bus driver

Fresno County Public Library provides assistance in job search skills (such as online job applications, resume writing, interview skills).

Kaplan College

- Medical Assistant-Diploma (9 months)
- Medical Office Specialist-Diploma (9 months)
- Dental Assistant-Diploma (10 months)
- Criminal Justice Associate's Degree (18 months)

Kings Canyon Adult School has a Basic Welding class available and a MOU with Lawrence Beauty College in Selma for Cosmetology as an option for students.

Sanger Adult School offers online and face-to-face CTE courses in partnership with ProTrain. The courses are offered at the district's high school campus. Utilizing the high school for these classes is a challenge. High school classrooms are decorated and designed to meet the needs of high school students. Adult Ed teachers may not rearrange the classroom setting (seating, white boards, SMART Boards) to best meet the needs of the CTE course. In addition, the CTE courses have supplies that need to be kept in a locked storage cabinet. A typical high school classroom is not large enough to hold additional storage cabinets. High school teachers often work late in their classrooms or are providing remediation classes in the evening. This also limits the number of rooms available to us.

Face-to-face vocational education courses offered are:

- Pharmacy Technician
- EKG
- Clinical Medical Assisting
- Veterinary Technician
- ICD Transitional Course
- Phlebotomy Technician
- Medical Billing and Coding
- National Retail Certification

In addition to these face-to-face courses, they offer in partnership with ProTrain a variety of online courses. Unfortunately, a great many of our students who are in need of CTE opportunities do not have high speed Internet or the skills (confidence) to take an online course. As computer labs become available, Sanger recognizes a need to offer a course on how to register for and successfully complete online college and/or career training course of study.

Proteus, Inc. /William Maguy School of Education

- Office Automation -- Porterville and Delano – 18 weeks
- Truck driving – Fresno and Visalia – 6 weeks
- Forklift Certification – Visalia – 4 days
  - A half-day forklift re-certification program offered to the community or employers on and off site
- Photovoltaic Solar Design and Installation -- Fresno and Visalia -- 6 weeks
- Weatherization -- Visalia -- 4 weeks
- Energy Efficiency and Renewable Energy (EERE) Technician -- Visalia, but can also do a combo course for Fresno Solar students where they complete the Renewable Energy/Solar component in Fresno and come to Visalia for the Energy Efficiency/Weatherization component -- 10 weeks
- Proteus works with Tulare, Kings, Kern & Fresno counties' WIBs. WIBs sponsor student tuition for enrollment into the training classes. Proteus also provides tuition assistance through other grant funded programs to those that qualify.

Madera Adult School CTE programs range in cost between $25 and $300.

- Clerical
- EMT
- CNA
- Home Aid

Madera County Workforce Investment Corporation The organization provides Individual Training Accounts for eligible individuals to attend approved CTE providers, with an emphasis on demand occupations and priority sectors, including Agriculture, Health Care, Transportation & Logistics, Manufacturing, Renewable Energy and Retail-Hospitality-Tourism.

Selma Adult School offers a CTE course to community members through Lawrence and Company. They provide community members the opportunity to learn a skill in the cosmetology field. Students can earn credits for their course work along with earning the skill to become a beautician and/or a cosmetologist.

State Center Community College District (SCCCD's) enhanced network of educational centers serves a population of more than one million people. SCCCD operates three community colleges, Fresno City College (FCC), Reedley College (RC), and Clovis Community College Center (CCCC), as well as several educational and training centers including the Clovis Community College Center, the Madera Center, the Oakhurst Center, the Career & Technology Center and the Training Institute. Classes are also offered at additional satellite campuses in Dinuba, Easton, Fowler, Kerman, Kingsburg, Orange Cove, Parlier, Sanger and Selma. The following is a list of programs either offered or catalogued by the SCCCD.

KEY: CA= Certificate of Achievement; CC= Certificate of Completion; C= Certificate

PROGRAMS	CA	CC	C	LOCATION(S)
Administration of Justice - Basic Police Academy	✔			
Administration of Justice - Basic Supervisor			✔	FCC
Administration of Justice - Requalification Basic Course			✔	FCC
Administration of Justice - Adult Correction Officer **Core**			✔	FCC
Administration of Justice - Probation **Core**			✔	FCC
Administration of Justice - Juvenile Corrections Officer			✔	FCC
Administration of Justice - Public Safety Dispatchers' Course			✔	FCC
Accounting	✔			RC, CCCC, FCC
Accounting - Computerized	✔			FCC
Accounting - Full Charge Bookkeeper	✔			FCC
Adaptive Ornamental Horticulture Skills			✔	FCC
Administrative Assistant	✔			RC
Advertising				FCC
Agriculture Business	✔			RC
Agriculture Business Management	✔			RC
Air Conditioning	✔			FCC
Air Conditioning - Air Conditioning Technology Overview			✔	FCC
Air Conditioning - Commercial Air Conditioning - Heating and Duct Systems	✔			FCC
Air Conditioning - Digital Air Conditioning Controls	✔			FCC
Air Conditioning - Industrial Refrigeration - CARO/EPA Section	✔			FCC
Air Conditioning - Mechanical and Electrical Systems	✔			FCC
Airframe	✔			RC
Alcohol And Drug Abuse Counseling			✔	FCC
Architecture	✔			FCC
Automotive Collision Repair Technology	✔	✔	✔	FCC
Automotive Mechanics		✔		FCC
Automotive Technician Program	✔			RC, FCC
Automotive Technology, Chassis Technician			✔	FCC
Automotive Technology, Emission Technician			✔	FCC
Automotive Technology, Powertrain Technician			✔	FCC
Aviation Maintenance Technology	✔			RC
Backcountry Skills			✔	RC
Basic Architectural Contract Documents			✔	FCC
Basic Architectural Design			✔	FCC
Basic Architectural Office Practice			✔	FCC
Basic Architecture Skills I			✔	FCC
Basic Architecture Skills II			✔	FCC
Basic Digital Architecture			✔	FCC
Basics of Computers			✔	RC, CCCC
Business Administration - Logistics and Distribution Management	✔			FCC
Business Administration - Management	✔			FCC
Business Administration - Personal Finance and Accounting			✔	FCC
Business Administration - Personal Finance and Investments			✔	FCC
Business & Technology - Business Office Assistant	✔			FCC

PROGRAMS	CA	CC	C	LOCATION(S)
Business & Technology - Legal Office Professional	✔			FCC
Business & Technology - Medical Office Professional	✔			FCC
Business & Technology - Medical Billing Assistant	✔			FCC
Business & Technology - Office Professional I	✔			FCC
Business & Technology - Office Professional II	✔			FCC
Business Finance & Investment			✔	FCC
Business Intern	✔		✔	RC, CCCC
CAD Technician I			✔	FCC
2D CAD Technician Certificate			✔	FCC
Chemistry Certificate of Achievement	✔			FCC
Child Care For School - Age Children/Teacher	✔			RC, CCCC
Child Development	✔			RC, CCCC, FCC
Child Development - Foster Care	✔			FCC
Child Development - Associate Teacher	✔			FCC
Child Development - Family Child Care	✔			FCC
Clerical Training		✔		FCC
Coaching			✔	RC
Computer Aided Drafting and Design	✔			FCC
Computer Aided Manufacturing	✔			FCC
Computer Animation			✔	RC
Computer Applications Software			✔	FCC
Computer Information Technology, Data Entry Operator	✔			FCC
Computer Information Technology, Microcomputer Software Specialist	✔			FCC
Computer Information Technology, Microsoft Excel			✔	FCC
Computer Information Technology, Networking/Computer Technician	✔			FCC
Computer Information Technology, Web Developer			✔	FCC
Computer Literacy Brief Courses			✔	RC, CCCC
Construction	✔			
Creative Writing			✔	RC
Criminology - Corrections	✔			RC, FCC
Criminology - Criminology Option	✔			FCC
Criminology - Forensic Evidence Option	✔			FCC
Criminology - Law Enforcement	✔			RC, FCC
Culinary Arts Basic			✔	FCC
Culinary Arts Intermediate			✔	FCC
Culinary Arts Advanced			✔	FCC
Dental Assisting	✔			RC
Developmental Services			✔	RC
Diesel Engines, Service Fundamentals & Machine Systems			✔	RC
Diesel Engines, Transmissions, Electrical & Hydraulic Systems			✔	RC
Early Intervention Assistant	✔			RC, CCCC, FCC
Electrical, Hydraulics & Welding			✔	RC
Electrical Systems Technology	✔			FCC
Electrical Systems Technology - Automation Control Technician	✔			FCC

PROGRAMS	CA	CC	C	LOCATION(S)
Electrical Systems Technology - Cisco CCNA Preparation	✔			FCC
Electrical Systems Technology - Cisco CCNP Preparation	✔			FCC
Electrical Systems Technology - Communications Technology	✔			FCC
Electrical Systems Technology - Control Systems	✔			FCC
Electrical Systems Technology - Electrical Line/Utility Worker	✔			FCC
Electrical Systems Technology - Industrial Controls			✔	FCC
Electrical Systems Technology - Network Security	✔			FCC
Electrical Systems Technology - Networking/Computer Technician	✔			FCC
Electrical Systems Technology - Wireless Networks			✔	FCC
Entrepreneurial Ventures			✔	FCC, CCCC
Entry Level Management		✔	✔	RC, CCCC
Environmental Horticulture	✔			RC
Equipment Technician Level I	✔			RC
Equipment Technician Level II	✔			RC
Family Child Care	✔			RC, FCC, CCCC
Fashion Merchandising			✔	FCC
Fire Technology	✔			FCC
Fire Technology - Basic Fire Academy	✔			FCC
Fire Technology - Emergency Medical Technician			✔	FCC
Fire Technology - Emergency Medical Technician Recertification			✔	FCC
Fire Technology - Prehospital Paramedic Care	✔			FCC
Food and Nutrition - Dietetic Service Supervisor	✔			FCC
Food and Nutrition Dietary Aide			✔	FCC
Food Service Management	✔			FCC
Food Service Management - Child Nutrition	✔			FCC
Forest Surveying Technology	✔			RC
Forest Technology	✔			RC
Forestry Skills			✔	RC
Forestry Technician Firefighting Emphasis	✔			RC
Forestry Technician Skills			✔	RC
Fuels & Tune-Up & Machine Undercarriage			✔	RC
General Agriculture	✔			RC
Graphic Communications	✔			FCC
Graphic Communications - Digital Video Option			✔	FCC
Graphic Communications - Graphic Design Option	✔			FCC
Graphic Communications - Multimedia Option			✔	FCC
Graphic Communications - Web Design	✔			FCC
Graphic Design	✔		✔	RC, FCC
Health Care Interpreter			✔	RC
Health Information Technology, Medical Coding	✔			FCC
Hospitality Management	✔		✔	RC, CCCC
Human Relations & Communications			✔	FCC
Human Resource Management & Human Relations			✔	FCC
Human Resource Management Assistant			✔	FCC

PROGRAMS	CA	CC	C	LOCATION(S)
Human Services - Social Work	✔			RC, FCC, MC
Industrial Training		✔		FCC
Information Security I			✔	FCC
Information Security II			✔	FCC
Information Systems	✔			RC, CCCC
Information Technician Support	✔			RC
Information Technology Support Technician	✔			RC, CCCC
Irrigation, Fertility & Pest Management Technician	✔			RC
Journalism			✔	RC
Library Technician	✔			FCC
Licensed Vocational Nursing	✔			RC
Life Skills			✔	RC
Logistics and Distribution Management	✔			FCC
LVN-RN	✔			RC
MCTS Networking		✔		FCC
Machinist	✔			RC
Maintenance Mechanic		✔	✔	RC, FCC, MC
Management & Supervision			✔	FCC
Managerial Assistant	✔			RC, CCCC
Manufacturing 1	✔			RC
Manufacturing Mechanic		✔		FCC
Manufacturing Technician			✔	FCC
Marketing	✔			FCC
Marketing - Fashion Merchandising	✔			FCC
Marketing - Retail Management	✔			FCC
MCTS Networking			✔	FCC
Mechanized Agriculture	✔			RC
Medical Administrative Assistant	✔			RC, CCCC
Medical Assistant - Clinician	✔			FCC
Medical Coding	✔			FCC
Microcomputer Software Specialist	✔			FCC
Microsoft Access			✔	FCC
Microsoft Certified Systems			✔	FCC
Microsoft Word			✔	FCC
Natural Resources Training & Applied Work Experience	✔			RC
Networking/Computer Technician	✔			RC, CCCC
Nursing Assistant Training			✔	RC
Office Assistant	✔			RC
Paralegal	✔			FCC
Personal Sales			✔	FCC
Pest Control Advisor	✔			RC
Plant Protection Intern	✔			RC
Photography - Commercial Photography	✔			FCC
Photography - Digital Photography	✔			FCC

PROGRAMS	CA	CC	C	LOCATION(S)
Photography - Fine Art Photography	✔			FCC
Photography - Photojournalism	✔			FCC
Photography - Professional	✔			FCC
Preparation in Microsoft Office			✔	FCC
Programming for the Web	✔			RC, CCCC
Power plant	✔			RC
Production Agriculture Technician	✔			RC
Real Estate - Broker/Sales Option	✔			FCC
Real Estate - Escrow Option	✔			FCC
Real Estate - Housing Management Option	✔			FCC
Receptionist	✔			RC, CCCC
Recreation & Interpretation Techniques	✔			RC
Retailing			✔	FCC
Sign Language Interpreting Preparation Program	✔			FCC
Small Business Management	✔		✔	RC, FCC, CCCC
System Support Specialist			✔	FCC
Teacher Aide/ General	✔			FCC
Teacher Aide/ Special Ed			✔	FCC
Transmissions, Torque Converters & Air Conditioning			✔	RC
Wastewater Treatment	✔			RC, CCCC
Web Design	✔			RC, CCCC
Web Page Development	✔			FCC
Welding Technology - Metal Fabrication Option	✔			FCC
Welding Technology - Multi-Process	✔			FCC
Welding Technology - Pipe and Structural Steel Certification Option	✔			FCC
Welding Technology - Welding Design and Fabrication	✔			FCC
Welder	✔			RC
Wildfire Resources Supervisors			✔	RC
Workability			✔	RC

Yosemite Adult School In the area of Career/Technical Education, Yosemite Adult School has experienced the most crushing effects of the loss of funding due to flexibility. Once thriving community classroom classes directly tied to local employment opportunities including Welding, Wood Shop/Construction, Emergency Medical Technician, CPR/First Aid Training for First Responders, EMT Re-Certification, Computer training in MS Excel, Quickbooks, Adobe Photoshop, Entrepreneurship, and Culinary Arts floundered and ultimately were cut due to district requirements that these programs be fee-based and self-sufficient. Most of the students who accessed these programs were seeking employability skills or increasing job skills at the requirement of an employer, and did not have resources to support these expensive programs through fees. Each year since flexibility was enacted, these programs saw less and less enrollment until they had to be discontinued.

Program Area 5: Apprenticeships

Programs for Apprentices

According to the regional Apprenticeship Consultant from the California Department of Industrial Relations, Division of Apprenticeship Standards, there are nine local training centers in the City of Fresno, and there are 20 additional apprenticeship programs that flow into the State Center Adult Education Consortium region for a total of 29 apprenticeship programs.

Despite the number of available apprenticeship programs, there are few true apprenticeship programs that are available through region members. Out of the 55 members and partners, five provide programs for apprentices (9%).

There is a need to improve communication among apprenticeship programs, industry and schools. Many programs that existed previously have been cut due to funding changes.

The following information is an ancedotal representation of Program for Apprenticeships service providers within the State Center Adult Education Consortium region:

The Carpenters Training Committee for Northern California provides four levels of apprenticeship training. Strong math, reading and writing skills are necessary to advance in career.

Central Adult School has two true Apprenticeship programs:

- Plasterers, lathers, tapers – more and more training hours allows for students to move up on the pay scale (Union Shop)
- Auto Body Restoration – Renewal Auto body (6 weeks onsite, 8 weeks in various shops in the valley doing internship) ICAR (automotive standard) certification is also offered
    - Farmers Insurance is a partner
    - Estimation program will be added next fall

Five apprenticeship programs were last offered in 2009 before funding was cut.

Division of Apprenticeship Standards has been instrumental in the consortium thus far, creating partnerships for new apprenticeships.

Fresno City College - Career and Technology Center

- Automotive Machinist -- Fresno Truck Center -- Work based learning
- Roofers Union

Future plans are to align college courses to be embedded into high school and adult classes so that students are ready to start a program at CTC upon graduation

Kings Canyon Adult School A Basic Welding class is available for pre-apprenticeship training.

Madera County Workforce Investment Corporation partners with local labor partners and apprenticeship programs to refer individuals to the appropriate location for training. They also contract with the JATCs and Building Trades Councils to provide pre-apprenticeship training programs.

Proteus, Inc.

- Weatherization
- Solar Training Program
  - Energy Efficiency and Renewable Energy (EERE) Technician -- Visalia, but can also do a combo course for Fresno Solar students where they complete the Renewable Energy/Solar component in Fresno and come to Visalia for the Energy Efficiency/ Weatherization component -- 10 weeks
  - Pre-apprenticeship with Laborer's Union -- Students who successfully pass the EERE class and meet the eligibility requirements set by the Laborer's Union can take an additional two-week course through the Laborer's Community Service and Training Foundation, which is held on-site at Proteus but taught by Laborer's Union. Upon passing the entire 12-week program, students are eligible for direct entry status into the Laborer's Union Apprenticeship program.
  - EERE program -- 350 hours and additional 80 eligible for an Apprenticeship program. Enrollment qualifications discussed with testing and program criteria. Shared Proteus works with WIB for a student's funding source for school.
- Partnership with ICF Resources and PG & E to offer the EERE Technician program
- Proteus works with Tulare, Kings, Kern and Fresno Counties WIBs. WIBs sponsor student enrollment into the training classes.

OBJECTIVE 2
Evaluating Our Needs

STATE CENTER
ADULT EDUCATION CONSORTIUM

OBJECTIVE 2

An evaluation of current needs for adult education programs within the Consortium's region.

This section will describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. An evaluation of adequacy and quality will also be provided for each of the program areas.

The State Center AB86 Adult Education Consortium region is the state's leading agricultural center with a total population of 1,050,924. The region has a diverse population of 78 different nationalities. This diversity is reflected in the Consortium's student population. According to Table 2, the total number in our region was 93,680 Unduplicated Enrollment for the 2008-2009 school year, 66,675 Unduplicated Enrollment for the 2012-2013 school year and 46,213 Unduplicated Enrollment for the 2013-2014 school year.

There is a need for vertical planning between K-12, adult schools, and community colleges in order to address the current needs of adult education programs. Long-term vertical planning cannot take place without stable dedicated funding to K-12 adult school and continued funding of SCAEC. Once this funding is established, short- and long-term planning can address these needs and bridge the identified gaps.

In November 2013, the Bureau of Labor Statistics reported the region's unemployment rate at 18% (US Census bureau 2008-2012), and 24.8% of the population is living below the poverty level. According to the California Budget Project's 2008-2012 data report, 29.5% of the region's residents do not have a high school diploma, as compared to the national average of 15.5%. In 2012-13, the region served 42,243 Limited English-Proficient (LEP) students. Of those, 30,528 students were classified as socioeconomically disadvantaged. (California Department of Education Educational Demographics Unit). Fresno County ethnic breakdown for 2012 is 51.2% Hispanic, 31.9% White, 9.14% Asian, 5.9% Black and 3% other races (US Census Bureau).

The unemployment rate in Fresno County was 9.5% in September 2014, down from a revised 10.0% in August 2014, and below the year-ago estimate of 11.1%. This compares with an unadjusted unemployment rate of 6.9% for California and 5.7% for the nation during the same period.

Given the high poverty and unemployment rates and low educational attainment of the region, CTE programs are an essential component of the region's educational mission. CTE programs monitor labor market needs and use community advisory committees to ensure that programs are meeting industry standards.

Between August 2014 and September 2014, total industry employment increased by 1,900 jobs (up 0.5%) to total 374,600. Nonfarm employment grew by 3,300 jobs (up 1.1%), while farm employment decreased by 1,400 jobs (down 2.3%).

- Government reported the largest month-over increase with the addition of 2,200 jobs. Gains in local government (up 1,900 jobs) and state government (up 800 jobs) offset a decline of 500 jobs in federal government, as teachers and staff returned to the classroom after summer recess.
- Leisure and hospitality expanded by 600 jobs. Food services and drinking places accounted for 50 percent of the job gain (up 300 jobs).
- Major industries that edged up by 200 jobs each included educational and health services, construction and professional and business services.

Between September 2013 and September 2014, total industry employment increased by 7,300 jobs (up 2.0%). Nonfarm employment rose by 7,600 jobs (up 2.5%), while farm employment declined by 300 jobs (down 0.5%).

- Educational and health services employment reported the largest year-over increase with the addition of 2,800 jobs. Health care and social assistance increased by 2,600 jobs, and educational services grew by 200 jobs.
- Professional and business services employment climbed by 1,500 jobs. Gains were in administrative and support and waste services (up 1,200 jobs) and professional, scientific, and technical services (up 300 jobs).
- Construction grew by 1,100 jobs, with nearly 82% of the increase in specialty trade contractors.
- Leisure and hospitality advanced payrolls by 1,100 jobs, and trade, transportation, and utilities expanded by 800 jobs.
- Government registered a net gain of 700 jobs. Gains in state government (up 1,100 jobs) and local government (up 800 jobs) offset a decline of 1,200 jobs in federal government.

Table 4. Top and Bottom 10 Metro Areas for LEP Percent of Working-Age Population, 2012

	Metropolitan Area	% LEP
1	McAllen-Edinburg-Mission, TX	32.0
2	El Paso, TX	29.8
3	Los Angeles-Long Beach-Santa Ana, CA	25.7
4	Miami-Fort Lauderdale-Pompano Beach, FL	23.2
5	Fresno, CA	22.8
6	San Jose-Sunnyvale-Santa Clara, CA	22.6
7	Bakersfield-Delano, CA	20.4
8	Stockton, CA	19.3
9	Modesto, CA	18.6
10	San Francisco-Oakland-Fremont, CA	18.4
	Metropolitan Area	**% LEP**
80	Louisville/Jefferson County, KY-IN	3.2
81	Charleston-North Charleston-Summerville, SC	2.9
82	Albany-Schenectady-Troy, NY	2.9
83	Columbia, SC	2.9
84	Birmingham-Hoover, AL	2.9
85	Syracuse, NY	2.8
86	St. Louis, MO-IL	2.7
87	Virginia Beach-Norfolk-Newport News, VA-NC	2.5
88	Cincinnati-Middletown, OH-KY-IN	2.5
89	Pittsburgh, PA	1.6

Source: Author's analysis of ACS 2012 PUMS data

According to the Brookings September 2014 report, in 2012 (See table 4 Above) Fresno was listed in the top five in the nation at 22.8% with high concentrations of immigrants and dominate the list of places with the highest share of their working-age population that is Limited English Proficient.

There is also a great need for naturalization support in the Central Valley. California has an estimated 10.3 million immigrants with 2.6 million of those immigrants being undocumented (Pastor 2013).

Although there are federal initiatives, such as Deferred Action for Childhood Arrivals (DACA), to help individuals become citizens, there are substantial gaps in providing the academic criteria attached to these initiatives due to the closing of adult schools throughout California.

Locally, there has been an overall decrease of 63% of adult school ESL classes being offered due to loss of funding. This has resulted in a large number of students being placed on waitlists or simply not attending. At the community colleges in our region, ESL programs have historically offered six levels of instruction from novice-low through intermediate-high (California Pathways level descriptors). Low enrollment and budget constraints have resulted in the lowest four levels being cut from recent course schedules.

Immigrants (and their children) have become an increasingly important part of the U.S. labor force and are projected to account for almost all of its growth through 2050. Limits to their economic opportunity today threaten collective well-being tomorrow. English proficiency is the most essential means of opening doors to economic opportunity for immigrant workers in the United States. Yet access to acquiring these skills is persistently limited by a lack of resources and attention.

State Center Adult Education Consortium has recognized for some time that lack of student success is not always a matter of academic deficiencies. The Consortium has seen that in many circumstances, it has actually been non-academic issues. In the rural population of the Consortium, students do not have access to transportation as students do in urban areas. Just trying to attend a class has become a major hurdle for students who do not have access to transportation. In addition, with San Joaquin Valley having the highest teen birth rate in California (California Department of Education, March 2014), child care has also become a major issue in helping students attend much needed education to break the cycle of poverty.

The Central Valley is evolving into a patchwork of poverty and prosperity, not into an economy that offers upward mobility to all residents. If current growth patterns persist, the landscape of inequality in rural California will become more pronounced in the future, as labor-intensive agriculture, fueled by immigration, produces profits on one side and poverty for farmworkers on the other. However, there are studies which show that immigrant farmworkers currently drift out of seasonal harvesting jobs after 10 to 15 years, and their children educated in the United States are unlikely to work the fields .

The region's economy, very dependent on the agriculture industry, has been further decimated by a fourth consecutive year of extreme drought. A new scientific and economic report commissioned by California's state government warns that the ongoing drought crisis will cost billions in lost farm revenue and thousands of jobs, although wider impacts on the national food system are unlikely. Nearly 80 percent of the state is now in what scientists call "extreme or exceptional" drought, which has caused the state water control board to call for mandatory water restrictions and for some holders of agricultural water rights. A USDA report stated that California is "running down our bank account [of stored water]." Howitt, a UC Davis professor emeritus of agricultural and natural resource economics, said California's economy is expected to lose a total of $2.2 billion this year as a result of the drought. Because of the severe drought, students attending are looking for careers that are not agriculture related.

[3] Taylor JE, Martin PL, Fix M. *Poverty Amid Prosperity: Immigration and the Changing Face of Rural California*.1996. Washington, DC: The Urban Institute Press.

Regional Employer Input on Adult Education Needs

The State Center Adult Education Consortium commissioned BW Research Partnership, Inc. to provide research to support the AB 86 adult education planning effort. BW Research focused its efforts on developing a demographic profile of Fresno and Madera Counties and better understanding employer needs and the regional labor market, particularly in the context of opportunities for adult education and economic self-sufficiency in the region.

As part of the analysis, BW Research completed 150 employer surveys in Fresno and Madera Counties. The businesses that participated in the telephone surveys were categorized by size and industry to ensure a diverse sample among both dimensions.

Key Findings

The following key findings are based upon the employer survey and analysis provided by BW Research for the State Center Adult Educational Consortium;

1. **Communication skills are critical:** More than 436,900 individuals, from Fresno & Madera Counties, spoke a language other than English at home, of which 44 percent spoke English less than "very well". Additionally, just under three quarters (73.4%) of regional employers said the ability to speak and communicate with customers and colleagues was extremely important and more than half of them (52.9%) indicated that their job applicants or recently hired workers were often or sometimes deficient in this area. In regards to adult education, there are two recommendations that are highlighted:
   - Adult education courses should emphasize communication skills, both written and spoken, across the curriculum.
   - Classes and courses for immigrants should focus on developing English language skills in the workplace, including writing and speaking skills.
2. **There is a surplus of awards for healthcare occupations:** The healthcare industry is the largest employer in the region (using traditional 2-digit NAICS) for jobs that require some college, an associate's degree, or a postsecondary non-degree award. Additionally, six of the top 15 occupations by annual job openings are healthcare occupations, including Registered Nurses, Nursing Assistants, Medical Assistants, Licensed Practical and Vocational Nurses, Psychiatric Technicians, and Dental Assistants. However, there is a surplus of regional award completions in all six of these occupations, and there is not a need, at this time, to expand the capacity for educating and training in these occupations, unless you plan to export these individuals to other regions. These healthcare occupations should be monitored in the future, as a large proportion of baby boomers, could retire from healthcare in the next two to three years.
3. **Technical training in information and communications technologies (ICT) or management occupations is suggested:** More than half of regional employers (53.9%) reported having some or great difficulty finding qualified job applicants for occupations that required less than a 4-year college degree. Some of the key skills that employers indicated were important among current applicants and new hires, for those positions that require less than a 4-year college degree as their expected level of education include;
   - At least one year of industry related work experience
   - Ability to write and document complex information
   - Technical training and expertise specific to the position they are applying for

[4] Howitt, R. 2014, Economic Analysis of the 2014 Drought for California Agriculture, Center for Watershed Sciences University of California, Davis
[5] SCCCD Institutional Research, 2014

These results demonstrate the important role Career and Technical Education (CTE) programs can play in the region and highlight the technical programs that are needed based on the occupational profile of the region.

4. Enhancing student's skills in all program areas is needed: Of the eight evaluated training, education, skills and experience attributes, the ones that were above average in deficiency included;

- Ability to speak and communicate with customers and colleagues
- Ability to write and document complex information
- Ability to use technology and learn new technology tools and applications
- Ability to work with others and contribute as part of a team

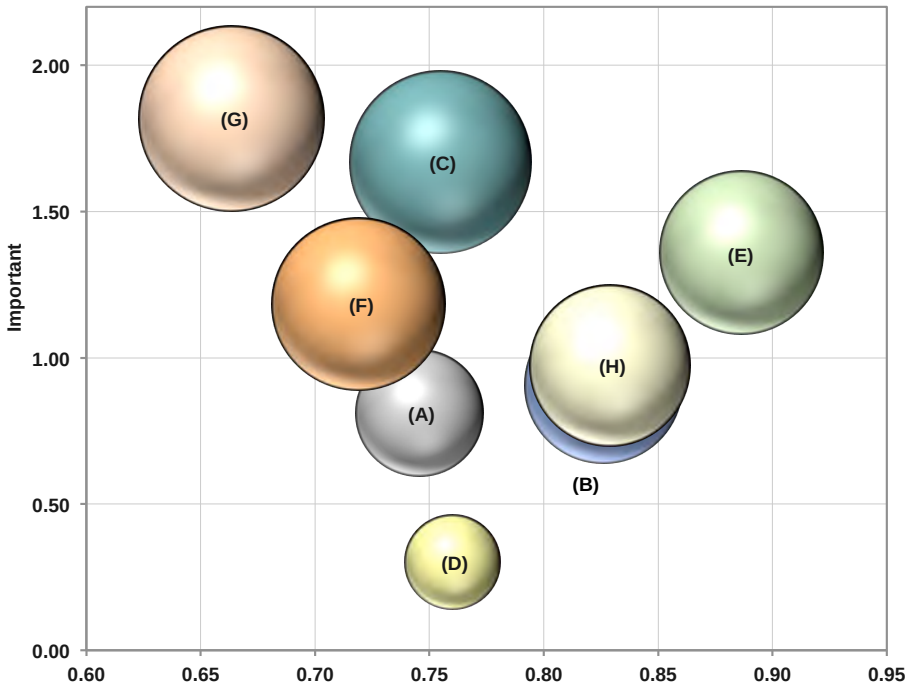
These deficiencies that were above average did not pertain to experience, training, or degrees. It is recommended that theses deficient skills be incorporated into all adult education program areas, better preparing students for expanded employment opportunities.

For the complete results, please refer to Appendix C: BW Reasearch Regional Economic Profile and Business Survey Results

The regional fact sheet on the following page references the percentage of needs met in each of the program areas in the Central Valley region overall. This data shows that there is a significantly low percentage of needs being met for adult learners in our region.

Summit (11/4/14)- A summit was held to look at the needs of the region regarding Adult Education. The Summit gave faculty, administrators, community business and industry partners to meet and collaborate on this topic. Feedback provided at the summit and the follow-up survey was included in the SCAEC AB86 report. Attendees included: 74 members of Post-Secondary Education (e.g., Community Colleges, CSU, Private Colleges), 112 from local Adult Schools including union reps, 22 members from Community Based Organizations and Government Entities (e.g., Libraries, Local Ministries, WIB, DSS, CVRC, Department of Rehabilitation, High Speed Rail) and 14 Business/ Industry partners (e.g., Manufacturing, Information Technology, Public Service, Mass Communications).

Figure 15: Importance of and Deficiency in Education, Training, Skills and Experience in Entry-Level Applicants



- A. An industry recognized credential or certificate
- B. At least one year of industry related work experience
- C. Ability to speak and communicate with customers and colleagues
- D. An associates degree
- E. Ability to write and document complex information
- F. Ability to use technology and learn new technology tools and applications
- G. Ability to work with others and contribute as part of a team
- H. Technical training and expertise specific to the position they are applyng for

[1] The size of the sphere represents the amount of employers who answered the item as "Very important" or "Somewhat important".

AB86 COLLABORATING TO BETTER SERVE THE EDUCATIONAL NEEDS OF ADULTS

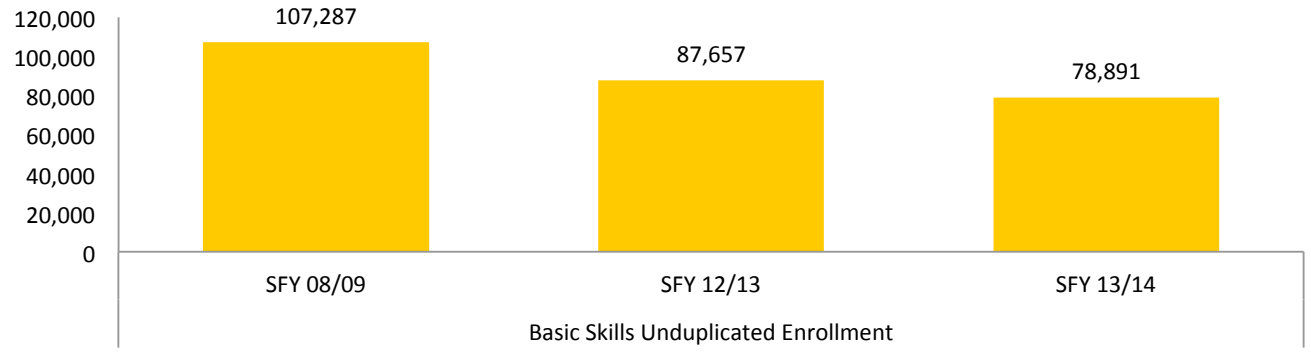
REGIONAL FACT SHEET: CENTRAL VALLEY[i]

BASIC SKILLS

NEED[ii]

GAP: Number of people 18 to 24 without a HS Diploma in the region	84,494
GAP: Number of people 25 and over with less than a 9th grade education in the region	373,586
GAP: Number of people 25 and over with at least a 9th grade education, but no diploma in the region	270,374

ENROLLMENT



PERCENT OF NEED MET

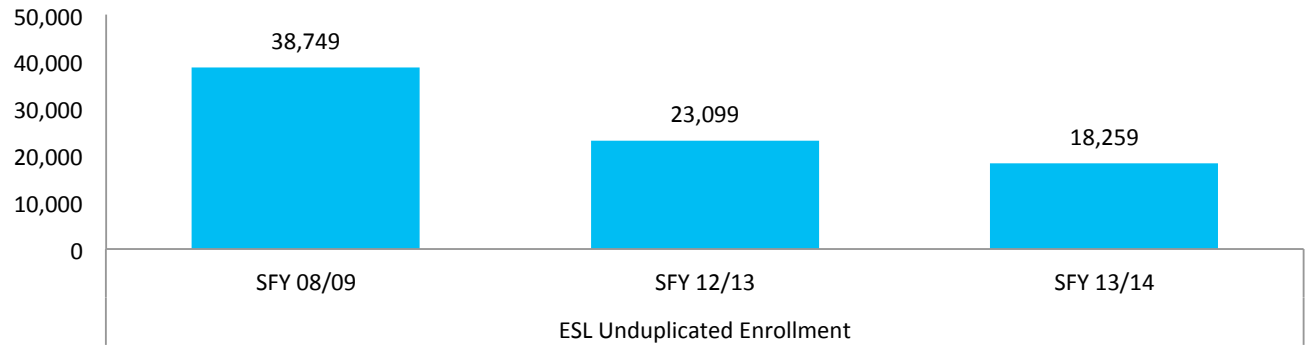
SFY 08/09	SFY 13/14
14.7%	10.8%

ENGLISH AS SECOND LANGUAGE (ESL)

NEED

GAP: Number of people that speak English "less than well" (age 5 & over)	691,066
GAP: Limited English Proficient population, age 16-64 (Bakersfield – Fresno – Modesto – Stockton)	396,374

ENROLLMENT



PERCENT OF NEED MET

SFY 08/09	SFY 13/14
5.6%	2.6%

AB86 COLLABORATING TO BETTER SERVE THE EDUCATIONAL NEEDS OF ADULTS

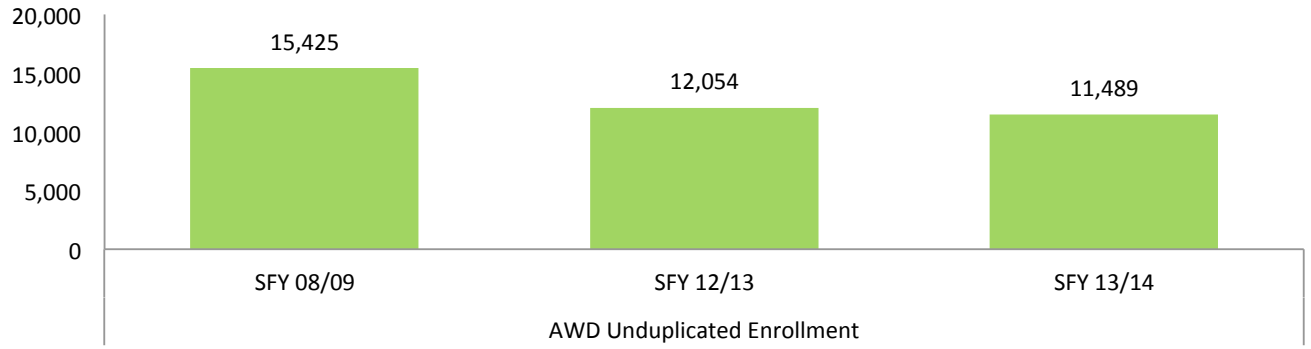
REGIONAL FACT SHEET: CENTRAL VALLEY

ADULTS WITH DISABILITIES (AWD)

NEED

GAP: Number of people that have a cognitive difficulty	104,611

ENROLLMENT



PERCENT OF NEED MET

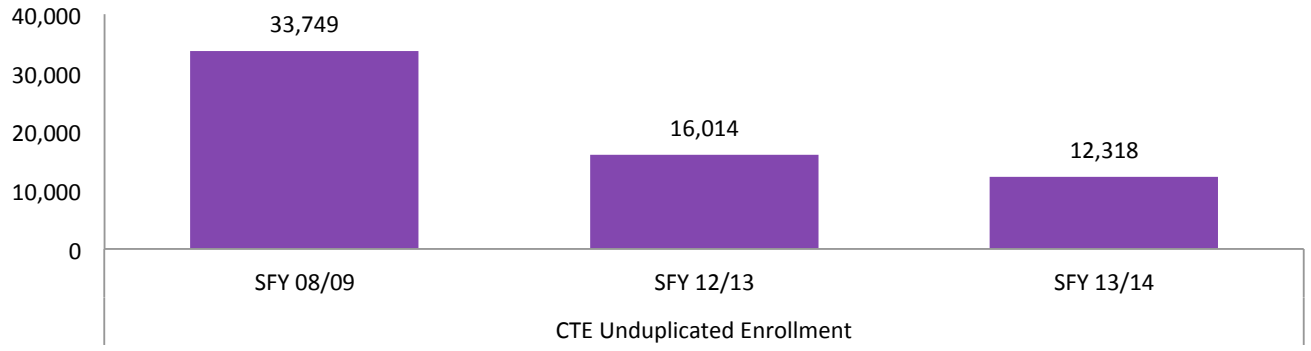
SFY 08/09	SFY 13/14
14.7%	11.0%

CAREER TECHNICAL EDUCATION (CTE)

NEED

GAP: Number of unemployed people aged 25 to 64 with less than a high school diploma	88,851
GAP: Number of unemployed people aged 20 to 24	76,670

ENROLLMENT



PERCENT OF NEED MET

SFY 08/09	SFY 13/14
20.4%	7.4%

[i] Enrollment data include Kern, Merced, San Joaquin Delta, Sequoias, State Center, West Hills, West Kern, and Yosemite Regional Consortia.

[ii] Source for "Need" data comes from the U.S. Census Bureau's 2012 American Community Survey (ACS) and includes Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare Counties.

Program Area 1: Basic Skills

Elementary and Secondary Basic Skills, Including Classes Required for a High School Diploma or High School Equivalency Certificate

The State Center Adult Education Consortium created a sub-committee for program area 1. During the May 27, 2014 meeting, the sub committee identified three key needs: funding, persistence, and transition/completion. According to Table 2, the total number of students was 28,544 Unduplicated Enrollment for the 2008-2009 school year. The total number of was 21,641 Unduplicated Enrollment in the 2012-2013 school year and 15,653 Unduplicated Enrollment for the 2013-2014 school year.

There are not clearly defined paths for current adult school students to have a seamless transition to the community college system. Current data supports the lack of student success when they transition from either their comprehensive high school or K-12 adult school and the need for basic skills education: "In the [California Community Colleges], 70 to 90 percent of first-time students who take an assessment test require remediation in English, math or both" (California Community Colleges Student Success Task Force 17). The same report cites that only 25.4% of students who enroll in a remediation math course four levels below transfer levels ever achieve a certificate or degree (p. 45).

Funding provides a key issue to ensuring the people in need of basic skills education have access to it within the consortium region. Flexing of Title III funds in 2007-2008, including categorical funds for adult education has resulted in a decrease in services within the region. Some adult schools within the area have begun the practice of charging students an enrollment fee to have access to their basic skills classes. This was not a common practice prior to the flex funding model. In order to sustain programs, Clovis Adult School began charging students program fees. This allowed the ongoing offering of a variety of programs, and has the potential to increase persistence due to the higher student investment. Due to high levels of poverty in our region, members do not recommend replicating this model. This model may create unnecessary access barriers.

The local community colleges also experienced a loss of funding which resulted in limited sections being scheduled. Community college courses previously offered by the colleges at off-campus locations were also cut due to overall cost. The most affected areas have been the suburban and rural communities of the region; therefore, a lack of access to basic skills has had a ripple effect in fewer students being served.

Program Area 2: ESL

Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language, and Workforce Preparation Classes in Basic Skills

The region's diversity is evidenced by 22.1% of the population being foreign born and 44.1% of the households speaking another language other than English. These data points alone stress the need for a robust ESL program for adults. In addition to the need for a robust ESL program, there is a great need for U.S. Citizenship classes as well. Manuel Pastor notes in his report "What's at Stake for the State: Undocumented Californians, Immigration Reform, and Our Future Together," that roughly 224,958 children live with an undocumented parent in the Central Valley. With the work of the Deferred Action for Childhood Arrivals (DACA) and the need for adults who fall within the criteria of DACA to maintain active academic participation, not having enough access to ESL and U.S. Citizenship classes means that those individuals will not have the opportunity to apply for DACA. In the metropolitan greater Fresno area, therefore, students who are in need of lower courses look to the local adult schools for these services. Furthermore, if categorically funded K-12 adult education funding is eliminated, the need for low level ESL classes will not be met. The State Center Community College District offers ESL classes beginning at the low-intermediate level; According to Table 2, the total number of Unduplicated Enrollment was 14,142 for the 2008-2009 school year, 7,297 Unduplicated Enrollment for the 2012-2013 school year and 6,414 Unduplicated Enrollment for the 2013-2014 school year.

Outside of the need for more ESL classes through both systems, there is also a need for both systems to collaborate alignment of an instructional framework. This was a major point of discussion within the ESL sub-committee. Adult schools follow Comprehensive Adult Student Assessment Systems (CASAS) levels and internal frameworks to create their curriculum. The community colleges utilize a document from California Teaching English to Speakers of other Languages (CATESOL) which provides a linear progression of ESL levels. What was discovered in the dialogue of the sub-committee was that the low-intermediate class at an adult school might not be the same low-intermediate class at the community college. Therefore, the sub-committee identified the need for adult school and community college faculty to meet regularly to collaborate for better alignment. The LAO noted in its report that the practice of having aligned course sequences is needed to provide opportunities for transitional success (LAO 18).

Program Area 3: Adults with Disabilities

Education Programs for Adults with Disabilities

The sub-committee's needs findings centered on two themes:

1. The need for codified processes from high school to adult school and community college; and
2. Improved access to courses at the postsecondary level.

Within the region, 8.45% of children/adults are Special Education (SPED) students (CDE, Special Ed Division, and Nov. 2013). A major finding in the dialogue between adult schools and community colleges is that students do not effectively transition from their comprehensive high schools to either an adult school or community college. The sub-committee discussed the lack of codified and universal processes to ensure that these students possess the right transition information to make sound decisions when leaving their comprehensive high schools at 18. Although Individuals with Disabilities Education Act (IDEA) requires all SPED students to have a Free and Appropriate Public Education (FAPE) within their district, the practice is not as common. Due to the budget cuts of previous years, 2007-2013, many districts did not practice transitioning their 18 year old SPED students to other programs. Therefore, many students were left in a virtual limbo, not graduating nor continuing their FAPE. Both the adult schools and community colleges agreed that there is a need for a transition process and two-way communication with comprehensive high schools to increase the number of SPED students transitioning. According to Table 2, the total number was 847 Unduplicated Enrollment for the 2008-2009 school year, 553 Unduplicated Enrollment for the 2012-2013 school year and 504 Unduplicated Enrollment for the 2013-2014 school year.

Also, with the cuts in funding for both adult schools and community colleges, programs for 18-22 year old SPED students experienced cuts in funding and services. Students who have termed out of their K-12 education at the age of 22 have limited access to additional courses at the community colleges. (Colleges have DevServ which serve the same population) This creates a second pitfall for SPED students, who are inevitably denied access to an education and are mainstreamed where they fail and dropout. Both the LAO and CCCO reports call for the improvement and continuance of SPED courses to meet the needs of these students:

> "Because of their focus on basic skills and employment preparation, we recommend courses for adults with disabilities also continue to be eligible for state support" (LAO 22).
>
> "To address student equity goals, current statutory and regulatory provisions requiring or encouraging priority registration for special populations (active duty military and recent veterans, current and emancipated foster youth, students with disabilities, and disadvantaged students) should be retained" (CCCO 36).

Both systems, adult education and community colleges, agree that having a dual system with a focus on transitions SPED/Adults with Disabilities (AWD) students to postsecondary and/or the work force is needed to ensure student success. The sub-committee recommended the following: hold regular adult education and community college meetings; plan for parent workshops to communicate transition process for students; and create tighter partnerships with community-based organizations to help leverage their services to increase student success.

Program Area 4: CTE

Short-Term Career Technical Education Programs with High Employment Potential

The region's industry and economic landscapes are diverse, but also are very dependent on the health of the agriculture industry. The urban job markets have additional non-agricultural-based industries; however, during the previous recession, the region experienced the ubiquitous effects of high unemployment and unfilled high-skilled positions; albeit, the region has experienced a slight upturn in the total employment as of 2012, there are still areas of concern, some new and others recurring from the previous recession:

> Due to the housing collapse, employment growth for high-paying new construction jobs and mid-level trade jobs has significantly reduced. There is uncertainty in the healthcare industry as to the changes in service delivery models after healthcare reform implementation, which may be impacting the hiring of traditionally high-growth occupations (Fresno Regional Workforce Investment Board 2).

The region's members and partners have continued to provide both short and long-term non-certificated Career Technical Education (CTE) programs. This has been difficult for the adult schools due to reduction in per student funding for Perkins, leading to fewer CTE course offerings. The emphases of these CTE programs vary and one of the major needs identified by the committee was the lack of aligning current and future courses with regional employment needs. In addition, many industry partners have continuously stated the need for a higher soft and technically skilled workforce is needed to meet the needs of the region. According to Table 2, the total number was 49,453 Unduplicated Enrollment for the 2008-2009 school year, 36,869 Unduplicated Enrollment for the 2012-2013 school year and 23,288 Unduplicated Enrollment for the 2013-2014 school year. (These numbers are a representation of our region.)

Furthermore, the sub-committee identified a need to transition students from both K-12 and adult schools to certificated CTE programs at the community college. The need to provide consistent credit-based CTE programs with viable pipelines for transitioning students is one of the recommendations from the Legislative Analyst's Office (LAO): "The CCC Academic Senate has improved alignment and articulation of vocational courses between high school and CCC associate degree programs the Legislature [LAO] support the inclusion of adult education providers " (LAO 26). Further in the report, the LAO supports the integration of course numbers and assessments to ensure dual systems which provide "clear pathways that facilitate the transition of students from adult education (noncredit) to coursework at the collegiate level (LAO 26).

Students lacking a high school diploma or GED provided another need for both systems. In the region, there are 278,495 (26.5%) adults without a high school diploma or GED. This poses a tremendous roadblock for students who complete their CTE programs but cannot gain employment. In the 2012 Fresno WIB Employment Study, one of the positives was that there was an increase in the Agribusiness and Manufacturing industries within their lower entry-level positions; however, in addition to a CTE certificate and/or industry certification, these positions often require a high school diploma or GED; therefore, students are not eligible for employment. There is an identified need for students in CTE programs to be connected and informed on how to complete their high school diploma or GED. This in turn perpetuates the roughly 24% of people who live below the federal poverty line (California Budget Project Poverty Rate).

Program Area 5: Apprenticeships

Programs for Apprentices

Three distinct needs were identified by this sub-committee: pre-apprenticeship programs with trained teachers; greater two-way communication between education, trades, and employers; students who transition to the workplace with both soft and technical skills.

The need for pre-apprenticeship programs was determined by the need to provide a pipeline to the trades' apprenticeship programs with candidates/students who would possess the necessary soft and technical skills for program success. It was mentioned that these pre-apprenticeship courses could be funded through such sources as Employment Training Panel (ETP) funds. It was also noted that there needs to be greater investment from industry into pre-apprenticeship programs to ensure a strong candidate-base. Furthermore, the sub-committee also identified the need to have instructors who maintained industry relevance through the participation in job shadowing and current trainings.

The sub-committee identified a disconnection in communication and collaboration amongst all stakeholders. There is a need to promote apprenticeship offerings to students and counselors, including the benefits of apprenticeships. The need for strategic communication is essential to increasing apprenticeship programs and participation. One suggestion from the regional summit was to create a repository of apprenticeships in the region to be shared among educational systems.

In the Fresno WIB's Employment Study, one of the identified gaps in employees was the lack of soft skills and basic reading and math skills. With the construction of the High Speed Rail (HSR), there will be a demand for work at all levels. The sub-committee identified that most applicants are not meeting the math and English skills requirements on the entry level exams. In addition, it was noted that the current apprenticeship dropout rate is 40%--persistence. Therefore, the need to create contextualized learning lessons and projects is key to ensuring that soft, academic, and technical skills are addressed in the (pre)apprenticeship training. The total number was 694 Unduplicated Enrollment for the 2008-2009 school year, 315 Unduplicated Enrollment for 2012-2013 school year and 354 Unduplicated Enrollment for the 2013-2014 school year.

OBJECTIVE 3
Student Transitions Strategies

STATE CENTER
ADULT EDUCATION CONSORTIUM

OBJECTIVE 3

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

This section will describe the specific plans and strategies the consortium will employ to create educational pathways with the alignment of placement, curriculum, assessments, progress indicators, and major outcomes.

Consortia members will identify several transition points to highlight across their discipline. The identified transitions present an opportunity to design a response work plan that facilitates communication, collaboration and alignment among all partners. The consortium agrees that the common characteristic underlying all of the transitions is student success.

In order to face the challenges of the future, a comprehensive plan for student transitions needs to be developed with input from practitioners and stakeholders. The plan needs to identify goals to enable innovative teaching and learning methods, to enhance and expand current program efforts and to position the system to take advantage of new technology and promising opportunities.

Goal 1: Ensure That Adults Have Access to Services

Increase capacity for adults wanting to improve their education, provide additional support for programs reaching diverse populations and expand service delivery options (e.g., face-to-face, hybrid courses, distance learning, community campuses). Establish dedicated funding for K-12 adult education and SCAEC.

Goal 2: Increase System Effectiveness and Quality

Create opportunities for collaboration between faculty at adult schools and community colleges to enable programs to meet local and regional needs, and seek opportunities to support innovative programming that better serves adult learners.

Goal 3: Prepare Students for Success in Their Next Steps: in College and Further Training, at Work and in the Community

Strengthen and contextualize student centered curriculum, expand student access to support services and ensure that students gain the academic skills needed to succeed in their next steps.

Achieving these goals requires the systems at colleges and adult schools to form focus groups that will meet on a systematic basis to create a collaborative environment. Discussion points could include: increasing public awareness through local promotional campaigns; developing, sustaining, and utilizing both formal and informal partnerships; and leveraging a wide range of human, financial, and organizational resources.

Educational Pathways

State Center Adult Education Consortium would propose each program area have a designated Program Area Coordinator that would facilitate collaboration and sequencing across educational institutions and assist in the alignment of educational pathways to create a clear "roadmap" for students. These content area experts would also work with counseling departments to ensure that Student Educational Plans (SEP) are generated accurately and effectively to assist students in defining their long term goals. By backwards mapping from their end objective, counselors can identify the steps students will need to complete.

Fresno City College will be piloting a new Student Educational Plan (SEP) system in 2015-2016 that the California Community College is initiating. This system will establish a uniform method of creating SEPs throughout the state of California's Community Colleges. We recommend that this system be expanded to the adult school level to allow Student Education Plans to transition across institutions and follow students. Additional components could be added that emphasize transition points that students need to complete in order to move on effectively. Adult school and community college counselors would be trained to use the SEP system in conjunction for student success.

An educational pathway orientation will also be necessary to help students choose a specific path according to their needs. An advisor or counselor will assist students with this area.

Career Pathway Planning

To get started on this strategy, the State Center Adult Education Consortium hosted a Pathway Planning event on January 23rd-24th and included participants from member colleges and school districts as well as partner organizations. The purpose of the event was to develop pathways for Adult Basic and Secondary Education/Adults with Disabilities, ESL and Classes and Courses for Immigrants, and Career Technical Education/ Apprenticeships. The event included an opening plenary session which included a presentation on AB86 planning efforts at the state level, an update on the Governor's budget and an overview of the State Center Consortium plan-to-date. Also, Josh Williams with BW Research presented the employer survey data collected as part of the planning process. Following the opening plenary, the participants broke out into groups by program area specialty in order to map educational pathways in the region. The event resulted in the development of a total of 18 educational pathways that included all five program areas. For details and a full report on the event see Appendix B: State Center Consortium Pathway Event Report.

The participants mapped out fifteen educational pathways for the five programs areas. Not all educational pathways in the State Center Consortium were mapped due to time constraints, but this process is one the Consortium would to model in the future to complete the pathway mapping process.

Pathways Retreat (1/23-24/2015)- A two day working retreat was held in January of 2015 to expand on the work done by the sub-committees and by the summit participants to identify pathways for specific student goals. Also discussed at the retreat was potential entry points into established programs for multiple student goals and how to bridge programs between adult schools and community colleges. Included in the discussions were members from Community Colleges and Adult Schools. The information from this retreat was included in the report (see Appendix B) and will be used by the SCAEC in its continuing work to increase student pathways.

Areas of Alignment

Placement

It was acknowledged that every school including the colleges within the same district use different assessments for placement. Consortia members agreed that developing a common assessment across all program areas would be impossible. Adult schools utilize an assessment that has funding implications. The consortia members did find it important that assessment best practices and data be shared among partners. Through this collaboration a crosswalk would be created that will allow adult schools to match assessments through multiple measures to improve student transitions and proper placement. Since it was acknowledged that each college has its own assessment process, it would be important to partner the colleges with their feeder adult schools.

Curriculum

Articulation and contextualization of curriculum in collaboration to identify opportunities for partnerships is needed. Consortia members did see the benefit in contextualizing basic skills into workplace relevancy. More research would be necessary.

Progress Indicators and Outcomes

Student progress indicators and outcomes need to be established throughout the region in order for the Consortium to establish baseline data and goals for improvement. Several examples of data elements include persistence rates, retention rates, graduation rates, and completion of student education plans.

Data needs to be shared across institutions to accurately measure how many students have transitioned effectively as well as ultimate employment information. Some of these data are available through the Cal-Pass Plus system. As this system continues to be developed, State Center Adult Education Consortium could collect regional and sub-regional data to assess the effectiveness of program collaboration and alignment.

Transition Strategies

State Center Adult Education Consortium is moving to establish the same partnerships and collaboration that high schools and community colleges share. The collaboration would focus on transitions such as college and career readiness, student matriculation to college, and student services.

Communication Paths

Consortia members agreed that they could be doing a better job sharing information, data, and best practices. Developing an understanding of what each site offers and how it can be interpreted into their own systems is the goal. Some consortia members suggested Polycom technology as a convenience to help sites that may not have enough staffing to cover meetings.

Developing, participating in, and sustaining formal and informal partnerships with state and local agencies and the private sector will make it possible for more adults from across the region to access services, build the core skills needed for success in today's economy and actively participate within their community as involved parents, family members and informed citizens. Public awareness, partnerships, and resources—all are needed at both the regional and state level to support system and student success.

Student Tracking

Many of the transitions identified are experienced across all program areas. All representatives expressed a concern with the lack of a coordinated tracking system for their students beyond their immediate contact or program immersion. Developing pathways to better track students transitioning into college needs to be a joint effort between both the adult schools and the community colleges. It was acknowledged that there are some tracking tools currently in place, Cal-Pass PLUS and National Student Clearinghouse, but both their effectiveness and data capacities need further research. A tracking system must be defined that is accessible to all educational systems within the state in order to maintain accurate records that can be accessed by the student as well.

Tracking students beyond the completion of their program is an ongoing issue for all program areas. Changes to the student's phone numbers, living situations, as well as access to internet all impact the ability to keep in contact. The consortium agrees that a community college counselor/ liaison should be funded for adult school student follow-up. This would require various steps, but it was acknowledged that follow-up and access to student services must be extended beyond the tradition good-rapport model. Good-rapport model is identified as when students come back to inform teachers or counselors about their progress voluntarily due to their level of comfort with that faculty or staff.

Matriculation

To help with the transition into the community colleges, the plan would be to create a stronger presence and partnership between the adult schools and the community colleges. This would be established through the implementation of the registration-to-go process at the adult school. Reg-to-go is an existing function of the State Center Community College District. The purpose of the Reg-to-go program is to work with graduating high school seniors to orient, plan, and register students in their first semester courses. We would like to expand this process to adult schools because of the success of students transitioning to community colleges.

Funding regular counseling office hours at the adult school will also provide better opportunities for college counselors to provide guidance and academic planning for adult school students. Including adult school counselors/administrators on counseling and student services emails or meetings will allow them to stay current on pertinent information for their students.

A workgroup would need to be established to ensure that the appropriate steps are put in place to best serve the students across all program areas. Communication and collaboration between adult school teachers and community college faculty would really drive the process. Articulation could be an option, where courses at the adult school are supported by discipline faculty, and students are granted a waiver of pre-requisites for the courses.

Dual enrollment could be examined as an option for students working to complete a high school diploma or GED while they work towards an Associate's Degree. Offering satellite or community campus courses at the adult schools could be another option as well, where the college offers sections at the adult school taught by the college faculty. This may alleviate transportation barriers for students that have difficulty traveling to the community college campus.

Fresno City College (FCC) and Fresno Adult School (FAS) have developed a program that offers students that opportunity to take the FCC ESL 264 and 264W course on the FAS campus. A FCC faculty person instructs the class and students have the opportunity to gain skills and perspective of a community college course.

Student Support Services

Providing a college level course at the adult school, such as Counseling 53 – College and Life Management Skills, will also be explored as an option to enhance the transition to college for students. Through the workgroup to improve access of student services for adult school students, a "survival guide" would be created to help guide students through their transition into the college.

A pilot program emerged due to the AB86 planning grant. A Transition to Community College course is in the process of being formed with Fresno Adult School (FAS) and Fresno City College (FCC). The course allows adult school students the opportunity to meet with a FCC College Relations Specialist at FAS. Students are assessed, counseled and taught how to use Web Advisor during the transition course which takes place on the FAS campus. In addition to the course, students have the opportunity to tour the FCC campus and attend an orientation. This has had a positive impact for the students, as they feel safe and comfortable at FAS, but have the personal touch from the College Relations Specialist to assist them into becoming a community college student. An evaluation of this pilot program would be necessary to determine agreed upon outcome requirements. If successful, implementation planning can move forward at other campuses.

TABLE 3.1: IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS, SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTICIPANTS

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Enrollment into Community College from Adult school	1.Community College counselor presence at the adult school 2.Registration-to-Go function at the adult school 3. National Clearinghouse 4.Cal Pass PLUS 5. Include adult school representative in college counseling division meetings, at minimum a dissemination of information to the adult school (deadlines, program updates, etc.)	1. Dedicated funding for K-12 adult education 1 AND 4. Dean of Student Services approval 1.Funding for additional community college counselor 2.College Relations Specialist 1.(Availability) of physical location for counselor to meet with adult school students 3.Training on National Clearinghouse and Cal Pass plus for all partners to ensure better usage of existing technology 5. AB 86 coordinator	1. salary 2. salary 3. Access fee and training 4. TBD 5. salary	All. Mutual responsibility of adult school and community college All. initiated by AB 86 coordinator	1. Sign-in sheet to track contact hours and service utilization at adult school (used to develop frequency of adult school visits) 2. Tracking of students served through new process, create baseline and develop projections 3. *National Clearinghouse *Cal Pass PLUS Track student progress 4. Adult school representation presence *both are programs that will assist in tracking students' progress	**1. August 2015 – monthly, bi-monthly as determined by site** **2. May 2016** **3. October 2015 - training** **4. August 2015**

TABLE 3.1: IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS, SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTICIPANTS

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Assessment testing from Adult school to Community college	Taskforce team to research and develop better understanding of assessment outcomes in efforts to find articulation between assessment tests.	Representation from college assessment, high school, and adult school partners Venue to hold collaborative meetings AB 86 Coordinator	TBD	Community College Assessment Professionals Adult School Administrators Initiated by AB 86 Coordinator	Chart that articulates provisional level of competency based on assessment test (alignment of raw score interpretation, not a substitute of assessment).	**January 2017**
Assessment testing and placement between Adult Schools	Collaborative discussion on best practices	Representatives from each adult school Technology for teleconference due to low staffing (all sites) Venue to hold collaborative meetings	TBD – Polycom technology for multiple sites	Adult School Administrators	Chart that outlines all assessments used by adult schools with alignment of raw score interpretation, not a substitute of assessment).	**January 2016**
Articulation and/or of curriculum in line with apprenticeship opportunities	Collaborative meetings between apprenticeship programs, adult schools, and community colleges to identify apprenticeship opportunities and pathways to prepare students for the workplace	Representatives from each partner – apprenticeship, adult schools, and community colleges AB 86 Coordinator Venue to hold collaborative meetings	TBD	Apprenticeship leads Adult school administrators CTE deans from the community college Initiated by AB 86 Coordinator	Comprehensive list of apprenticeship opportunities and direct pathways from the adult school and community college	**January 2016 – all three years**

TABLE 3.1: IMPLEMENTATION STRATEGIES TO CREATE PATHWAYS, SYSTEMS ALIGNMENT AND ARTICULATION AMONG CONSORTIUM PARTICIPANTS

Transition to be Addressed	Strategy/ Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Remediation course offering at the Adult school	Workgroup to determine appropriate steps to offer remediation to adult school students: articulation, dual enrollment, enrichment	Representation from basic skill and ESL instruction at the college and adult school faculty Divisional Dean(s) AB 86 coordinator Venue to hold collaborative meetings	TBD	Adult school faculty Basic skills and ESL faculty at the college Initiated by AB 86 Coordinator	Developed pathway to prepare students for college success who test below college level proficiency in English and Math. Levels to be determined by faculty	**January 2016 – all three years**
Access to student services during transitional phases (case management/ follow up/ tracking)	Develop a task force to support adult school graduates through college MIS identification of adult school students Counseling assignment – follow up on adult school students Counseling Class offered at the Adult School to focus on college life	Dean of Student Services Community College Counselor/ Faculty Community College A&R Manager Adult School Administrators AB 86 Coordinator Venue to hold collaborative meetings	TBD	Adult school and community college counselors	Develop a "survival guide" for adult school students to use when navigating the community college system	**January 2016 – all three years with tracking**

OBJECTIVE 4
Responding to Gaps

STATE CENTER
ADULT EDUCATION CONSORTIUM

OBJECTIVE 4

This section will describe how the consortium intends to respond to the gaps identified in the region. An evaluation of adequacy and quality will also be provided for each of the program areas.

Consortia members describe a myriad of consistent service gaps across the region. The identified gaps present an opportunity for the design of a comprehensive response plan that includes development and expansions of programs and resources to meet the recognized gaps.

Analysis: See Table 4 Summary

The programming and service gaps that were identified include an overall lack of a comprehensive adult school program that services all five (5) program areas in our region: Elementary and Basic Skills, English as a Second language (ESL), Adults with Disabilities, Career and Technical Education (CTE) and Programs for Apprentices. Many programs offer Elementary and Basic Skills programs but fail to continue services in all 5 comprehensive areas.

Many adult students face barriers to success such as lack of technology skills, transportation, child care and a clear academic and career plan. The community colleges have a process for Student Education Plans (SEP) and the adult schools would like to mirror this by having an academic counselor develop an Academic and Career Case Plan with each adult school student at the point of intake. These plans could ideally be aligned to assist with student transitions. The Academic and Career Case Plan will include course assignments, transportation and child care, academic, career and employment goal setting and transition/exit plan. The academic counselor will explore and address all possible barriers to program completion and develop a plan for student success and will be reviewed with each student on a quarterly basis.

At the adult schools, an appropriate approved assessment tool (e.g., CASAS, TABE, TOESOL) will be used to assess adult student basic skills and ESL levels to determine appropriate course placement. The California Community Colleges are transitioning to a common assessment through the Common Assessment Initiative. There is a need for adult schools and community colleges to discuss alignment in order to establish correct placement and opportunities for transitions.

Overall Gaps:

1. On-going collaboration
2. Promote options for articulation and dual enrollment
3. Infrastructure for technology above and beyond normal funding needs to be established as it has at the K-12 level. Each student or job seeker needs basic keyboarding and computer skills to compete in today's job market. The need for students to have access to technology in urban and rural areas is a necessity.
4. Provide education to rural populations that do not have access to adult schools or community colleges
5. Funded on-site and off-site child care options
6. Transportation options
   a. Additional public transportation routes
   b. Funding for personal transportation
7. Professional development
8. Additional funding for more counselors (community colleges and adult schools)
   a. Additional hours to support transitions
   b. Teach Counseling Courses
   c. Act as a liaison between adult school and community college
   d. Work with Regional Coordinator
   e. Facilitate Student Educational Plans (SEP)
9. Data and tracking ability
   a. Create baseline data for success indicators for transitioning students
   b. Track adult school students that transition into community colleges
   c. On-going institutional research support

Program Area 1: Basic Skills

Elementary and Secondary Basic Skills, Including Classes Required for a High School Diploma or High School Equivalency Certificate

The identified gaps indicate that although 27.3% of consortia members and partners in our region provide Elementary and Basic Skills courses, students deficient in this area are greatly affected in their ability to enter CTE and apprenticeship programs, college transfer level English and math courses and to attain employment. Many gaps have been exacerbated by the loss and flex of funding.

Identified goals include:

- Increase staffing and resources to support programs and student services.
- Increase offerings to meet the community needs for Elementary and Basic Skills education.
- Adult schools need flexibility in enrollment options for students.
- Increase transitions opportunities for basic skills students from adult school to community colleges.
- Increase student support staff and services to support elementary and secondary basic skills students in an effort to increase student retention and persistence.

Plan:

1. At a minimum, adult students will have access Elementary and Basic Skills courses in their local community through the adult schools or community colleges. This would involve development and expansion of programs and resources, such as essential staff to provide instruction in an independent study, face-to-face or blended instruction format.
2. Establish opportunities for regular collaboration for instructors at the high school, pre-collegiate (adult schools) and collegiate levels to identify best practices throughout our region, including the implementation of California Common Core Standards.
3. A dual delivery system with aligned frameworks will allow students to easily transition as needed, from one program to another.

Program Area 2: ESL

Classes and Courses for Immigrants Eligible for Educational Services in Citizenship and English as a Second Language, and Workforce Preparation Classes in Basic Skills

In addition to expanding Elementary and Basic Skills Education courses, the need to expand ESL courses is equally paramount. Only 25.5% of consortia members and partners currently provide ESL courses for adult students.

As indicated previously, Fresno County, a large county in our region, is diverse in that 22.1% of the population is foreign born and 44.1% of the households speak another language other than English. This data is representative of most areas in our region, specifically in rural, farm working and migrant communities and speaks to the need for Citizenship classes as well. With Immigration Reform on the horizon, we need to be prepared to address the current documented legal residents as well as the 61,000 undocumented immigrants (PPIC, 2008) that live within our region. Transportation and childcare are a major problem in our region. Rural communities suffer the most because there is limited public transportation.

Basic Computer skills are essential to build employment and college readiness. Students must be given the opportunity to learn how to use computers and keyboard basics as a 21st century skill. Classes (basic computer skills, interview skills, etc.) are key to building confidence and employability and should be available to all students.

The ESL gaps also indicate that there is a disconnect of ESL curriculum between the adult school level and at the college level. The two systems follow separate assessment and curriculum frameworks.

Plan:

1. At a minimum, adult students will have access to ESL and citizenship courses through the adult schools, community colleges or a community based organization within their communities. Students would have the opportunity to take Noncredit or Credit ESL courses at the community college. This would involve the hiring of teachers to provide instruction in a classroom or a blended instruction format such as online learning or distance learning. Additional funding would be utilized to hire instructors and support staff such as a bilingual counselor and academic coordinator. A mobile computer lab would be accessible in rural communities or where needed.
2. Recognizing the need for a robust daytime ESL program in our service area, one model is being created by Reedley College. The ESL faculty is in the process of changing the program to meet the needs of adult students in its community. Students will be able to register at any level of ESL that is offered at the college on either a credit or noncredit basis. In this dual-roster system, credit and noncredit students will sit in the same class with the same teacher. Books, materials, lectures, and course outcomes are identical. Dual-roster courses offer noncredit students the opportunity to experience credit courses without the consequences of failure. They also have access to college resources. Dual roster courses are scheduled to be offered beginning Fall 2015. The ESL faculty anticipates creating certificates of completion in ESL which will meet the requirements for enhanced noncredit apportionment through the Chancellor's Office.

3. Additionally, adult schools have expressed interest in offering ESL courses on site at their schools. This would help the adult schools fill gaps in levels they are not offering while providing a bridge to community college programs for interested students. While details need to be considered, the proposal has the potential for filling recognized gaps in this region.
4. Establish opportunities for regular collaboration for instructors at the high school, pre-collegiate (adult schools) and collegiate levels to identify best practices throughout the region including identifying and assessing instructional alignment issues between ESL programs. For example, define differences in "low-intermediate" class curriculum and entry into that course at both adult school and community college levels. The instructors would also work collaboratively to develop an ESL course crosswalk that is aligned to provide students the ability to easily transition from adult school ESL courses to community college ESL courses.
5. Faculty will be offered the opportunity to attend technology professional development on a regular basis to learn how to integrate technology into their instruction and to better equip them to assist students with meeting the ever changing world of technology. Funding needs to be provided to regions so that hardware and software can be updated and more equipment can be purchased. Professional development opportunities may be provided by the State Center Consortium (SCC), Outreach and Technical Assistance Network (OTAN) or other technology trainers. Mobile learning labs, bus tokens, utilizing local libraries as convenient locations for learning will help to address transportation issues.
6. More course offerings are needed in all communities and offered at times that are accessible to accommodate more students.
7. Smaller adult schools can only offer ESL classes in the evening due to their shared use of K-12 classrooms. Urban schools such as Central, Fresno, and Clovis Adult Schools have robust ESL programs which are offered Sunday through Saturday and at various times ranging from 8:30 AM - 7:30 PM. In addition, Fresno Adult School provides ESL services at over 60 locations citywide to ensure that there is access to ESL and Citizenship classes. Reedley College program is offered only during the daytime, offering only higher level courses. For students needing novice-level instruction in the daytime, very few options exist in the Reedley College service area. Likewise, for students wanting to advance their skills beyond the novice level with evening courses, no options are available.
8. Expansion of the Network Scholars Learning Community (as mentioned in Objective 2) is a goal of the program. This expansion would include an additional cohort in fall 2016 and each fall thereafter. This would mean that 108 students would start as Network Scholars in fall 2016 and 162 in fall 2017. This would require more hours for the part-time counselor, more faculty planning sessions including a full-day retreat, and more monies for the tutoring and field trips pieces of the program. Recruitment for the program would include adult schools and bring in the students currently taking the FCC ESL class on site at FAS so they get a seamless transition to the Community College.

Program Area 3: Adults with Disabilities

Education Programs for Adults with Disabilities

Only five (9%) consortia members and partners are currently identified as providing adults with disabilities services. The services primarily address academic needs (credit recovery and diploma) as well as workability and transition to college programs. Out of all 5 component areas, this area demonstrates the most need for development.

There is a lack of tracking of Special Education students from high school to adult school or community colleges or adult schools to community colleges, lack of articulation from high school to adult schools and community colleges, lack of programs for students who cannot earn a diploma at adult schools and community colleges and the need for a class at community colleges for students who need basic academic classes.

Students and parents often do not understand what is offered or expected from students at adult schools and community colleges; high schools need a better understanding what is offered or expected from students at adult schools and community colleges.

Plan:

1. The current Area 3 sub-committee members will work to develop a Resource Directory that includes agencies, adult schools and colleges that provide adults with disabilities services within our region. The work of the sub-committee will result in the identification of additional partners to include in our consortia to better develop and expand existing adults with disabilities services in our region.
2. The Resource Directory will be published and provided to consortia members and partners who in turn can share it with teachers, staff, students and community members. The directory will be reviewed, updated and shared at the State Center AB86 Adult Education Consortia general meeting on a bi-annual basis.
3. An on-line location of student data that can be shared with consortia members shall be created so that tracking student data becomes less time consuming and more informative.
4. Outreach services to support student transitioning from K-12 to adult school and/or community college disability programs.

Program Area 4: CTE

Short-Term Career Technical Education Programs with High Employment Potential

Currently, 20% of consortia members and partners provide CTE courses. A major gap in this area includes a high number of students who enter CTE programs with below basic skills. This area is tightly connected to Area 1, Elementary and Basic Skills, in that students need to have access to a rigorous academic program and develop their basic math and English skills in order to be adequately prepared to enter CTE programs and related course work.

Although many consortia members and partners provide CTE courses in our region, there continues to be a need to expand access to CTE programs within the sub-regions of our region as nearly only half have access to these services.

The lack of information of industry needs and demands prior to course offerings is an ongoing problem. There is a shortage of industry-qualified teachers at the HS level. Sites for externship or practicum can be a challenge for some programs, and the lack of support staff for job development, direct interaction with employers, etc. for placement purposes after completion of program. And tracking of placement and other outcomes also needs improvement.

Plan:

1. Expand and provide a minimum of Elementary and Basic Skills education at all adult schools in our region to meet the academic demands of CTE coursework. Plan specific and practical application needed for vocational training within Basic Skills core curriculum.
2. Develop regional CTE and Apprenticeship Advisory Committees within the State Center Adult Education region. The advisory committee will consist of members from adult schools, community colleges, local chambers of commerce, workforce programs, adult school students, local employer providers, mental health, adult with disabilities, apprenticeship programs, naturalization/citizenship agencies that represent local interests in our prospective sub-regions. Creating stronger partnerships between all adult education providers and also sustaining partnerships being created through the AB86 process will help encourage better communication between the high schools and colleges for student transition.
3. The advisory committee will meet quarterly and will provide a forum for members to share employment needs, job trends and opportunities for adult school students within our region. The advisory committee will also be used to identify opportunities to expand existing CTE and apprenticeship programs within our region by partnering with local school, community and business members that have the ability to share resources and economic interests. The advisory committee will look at common resources for connecting students to services and programs. All involved participate in groups like the Adult Education Task Force to learn what others have to offer and what services are available in the community to students. A sub-regional CTE apprenticeship advisory representative will report to the State Center AB86 Adult Education Consortia general meetings.
4. A collaborative matrix will be developed to identify CTE programs across the region to identify gaps in service, employment and industry needs. This would require a team to provide instructional design support. This would be made available on a website that is accessible to the public. Web design and support would be required.

Program Area 5: Apprenticeships

Programs for Apprentices

Area 5 mirrors Area 4 in that apprenticeship programs report that most students do not have the basic math and English skills necessary to enter and complete an apprenticeship program successfully. Again, the need for Elementary and Basic Skills is essential to this area.

In addition, only 7% of consortia members and partners offer apprenticeship programs. There is limited communication among apprenticeship programs, industry and schools. As industry continues to change, it is important that instructors stay current with skills and industry standards. Guidelines for instructor qualifications should be reviewed and evaluated every few years. It is imperative that employers, industry partners, instructors and students form advisory committees to begin collaboration and to form a solid link for programs in our region.

The dropout rate of apprenticeships is 40%. Most applicants fall short on math and English skills on entry level exams. It is important to learn what is lacking from industry so that adult schools can provide not only academic classes to improve basic skills, but also provide interview preparedness, soft skills and computer training.

There is negative attitude toward the blue collar workforce that lurks within society. The push for a college degree has impacted the reputation for vocational trades. There is a huge industry gap with little or no buy-in. The need to change the reputation of vocational professions is crucial for successful program and future. Changing the mindset of high school, adult school and community college counselors will help to start engaging students in trade-type careers.

Plan:

1. Expand and provide a minimum of Elementary and Basic Skills education at all adult schools in our region to meet the academic demands of apprenticeship coursework. Plan specific and practical application needed for vocational training within Basic Skills core curriculum.
2. Develop regional CTE and Apprenticeship Advisory Committees within our region. The advisory committees will consist of members from adult schools, community colleges, local chambers of commerce, workforce programs, adult school students, local employer providers, mental health, adult with disabilities, apprenticeship programs, naturalization/ citizenship agencies that represent local interests in our prospective sub-regions.
3. The advisory committees will meet quarterly and will provide a forum for members to share employment needs, job trends and opportunities for adult students within our region. The advisory committee will also be used to work to expand existing CTE and Apprenticeship programs within our region by partnering with local school, community and business members that have the ability to share resources and economic interest. A sub-regional CTE and Apprenticeship advisory representative will report out two times per year at the State Center AB86 Adult Education Consortia general meetings.
4. Faculty will be offered the opportunity to attend technology trainings on a regular basis to assist students with meeting the ever changing world of technology. Funding needs to be provided to regions so that hardware and software can be updated and more equipment can be purchased. Students must have the technology skills to apply for jobs online. Trainings may be given by the State Center Consortium (SCC), Outreach and Technical Assistance Network (OTAN) or other technology trainers.

5. A plan to promote vocational education must begin at a young age. Promotion about Apprenticeship programs will begin with communication amongst key players. Counselors at the secondary level and postsecondary level would be able to refer students appropriately. Additional outreach methods will include but not be limited to flyers, health fairs, farmer's markets, faith community partnerships, public service announcements, etc. but done as a joint effort so that all members and partners are included.
6. An expansion of construction training can possibly be paid for through Employment Training Panel (ETP) funds. Deputy Sector Navigator with the State of California (DSN) can assist adult education programs. Funding can be provided to train the trainer or a high school/adult education instructor job shadowing in industry during summer break.
7. Create a collaborative website for counselors and career preparation staff to use on a regular basis to stay informed and excited about apprenticeship opportunities.

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Caruthers Adult School	1 Basic Skills	need to provide Adult Basic Skills, reach students that are below level and that need life skills training	Increase course offerings for all areas, update software which meets current demand, develop standards based curriculum and increase staff development and collaboration time.	Money for additional staffing, professional development and collaboration time for staff, relevant software for technology labs	$45,000 (ongoing) and $100,000 (one time startup)	Caruthers AS	CASAS, CAHSEE, GED, TASC, HiSET, and TABE	ASAP
Central Adult School	1 Basic Skills	Students arrive lacking mastery of fundamentals in math and ELA.	Offer tutorial course specific to improving fundamental skills in math and ELA.	ELA and math teacher for each course.	$241,458 (ongoing) and $250,000 (one time startup)	Meet NCLB and have proper teaching credentials.	Test upon enrolling and use a base figure throughout the course.	Course is one semester in length.
Clovis Adult School	1 Basic Skills	More direct instruction classes, updating curriculum and technology, more Professional Development opportunities	Increase course offerings for all areas, update software which meets current demand, develop standards based curriculum and increase staff development and collaboration time.	Money for additional staffing, professional development and collaboration time for staff, relevant software for technology labs	$1.3 million (ongoing) and $1 million (on time startup)	Clovis Adult and CUSD	Requisitions to hire, staff professional growth logs, student pass and/or completion rates	Aug. 2014 - Aug.2016

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Clovis Community College Center	1 Basic Skills	CCCC offers math and English courses 2 levels below transfer. CCCC doesn't have the enrollment numbers to justify offering courses below 2 levels below transfer. The "GAP" is how to improve progress from 2 levels below transfer to the transfer courses.	CCCC has been developing and will continue to expand the summer Clovis 411 program to prepare entering freshmen for their fall classes. Also, CCCC is developing a First Year Experience (FYE) aimed at increasing retention and persistence of the entering freshmen.	Clovis 411 and FYE primary required resource is personnel. Clovis 411 doesn't generate FTES. The FYE does generate FTES; however, current regulations make this program optional or only required of a small fraction of the students in need.	>$140,000.00 per year	CCCC	Track students who participate in either Clovis 411 or FYE or both and compare to students who don't participate in one or the other or both. Retention and persistence would be expected to increase with more participation.	Continue and expand the existing Clovis 411. Initial implementation FYE in Fall 2015.
Clovis Community College Center	1 Basic Skills	Underprepared Students	Tutorial Center Services	Expand Tutorial Center Services with emphasis on online services		CCCC	Track number of students who utilize these services and also their success in the basic skills classes. Can also compare tutorial center students to students who do not receive these services.	

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Clovis Community College Center	1 Basic Skills	too many exit points	increase number of accelerated classes such as ENGL 125 to ENGL 1A, ENGL 252 to ENGL 125, ENGL 262 to ENGL 126,	increase section offerings		CCCC	compare retention and success of students in these cohorts of accelerated classes	
County of Fresno Department of Social Services	1 Basic Skills	Insufficient basic education availability in rural areas.	Consult with other Partners and Members for possible expansion and/or inclusion of additional basic education classes.	Teachers, facilities/space, computers, materials, Member service availability and participation with DSS.	Depends on programs developed in conjunction with Partners and Members.	DSS, SCCCD, Adult Schools, other Partners, Community Based Organizations		
Dinuba Adult School	1 Basic Skills	Insufficient basic education availability in rural areas.	Funding is needed to support additional staff, program and materials	Teachers, facilities/space, computers, materials, Member service availability and participation with DSS.	$108,044 (ongoing) and $250,000 (one time startup)			

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Firebaugh Adult School	1 Basic Skills	Program currently not available	Establish an Independent Study program using a combination of online and teacher led resources.	Personnel and site license for curriculum.	$75,000 (ongoing) and $150,000 (one time startup)	School district	Enrollment and number of students attaining their diploma	1-Sep-14
Fresno Adult School	1 Basic Skills	Need to update curriculum for high school, GED, and ABE classes. Provide more opportunities for contextualized learning to ensure college and career readiness. Need to provide strategically placed classes throughout the city of Fresno to ensure optimal participation by community.	Seek out strategic partnerships such as the WIB, HOA, and EOC to try and leverage resources to meet these needs. Furthermore, seek out new, unrestricted funding sources to help provide much needed resources such as curriculum and like resources.	Curriculum, CBT licenses, staff, computers, etc.	$3.3 million (On going) and $1,000,000 (one-time)	Fresno Adult School and SCCC	CASAS, CAHSEE, GED, TASC, HiSET, and TABE	ASAP
Fresno County Public Library	1 Basic Skills	Access	Community Partnerships	Agencies/ Volunteers	$0-$3500			

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Fresno County Public Library	1 Basic Skills	Materials	Leverage Additional funding	Grants, donors, fund raising				
Fresno County Public Library	1 Basic Skills	Access, materials	Community Partnerships, Leverage Additional funding	Agencies/ Volunteers, Grants, donors, fund raising	$0-$3500			
Kings Canyon Adult School	All program areas	There is not enough staff development opportunities. Teachers need to increase their knowledge and gain experience with the common core standards	Provide training for common core - staff development	Time and money	$230,236 (ongoing) and $250,000 (one time startup)	KC Adult School	CASAS, CAHSEE, GED, TASC, HiSET, and TABE	ASAP

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Madera Adult School	1 Basic Skills	More accessible High School Equivalency Test that includes both paper-and computer-based administrations.	Provide easy access to a High School Equivalency Testing Center that administers the High School Equivalency exams in both paper-and computer-based to better serve the needs of our community.	Madera Adult School to select a state approved vendor to administer the High School Equivalency Exam. A Computer Lab with necessary software and ongoing maintenance and equipment to sustain the classroom.	$864,033 (ongoing) and $1 million (one time startup)	Madera Adult School	Madera Adult School will maintain a High School Equivalency Testing Center	8/1/2015
Madera Adult School	1 Basic Skills	Increase class offerings for GED/High School Diploma preparation classes.	Increase High School Diploma and High School Equivalency preparation course offerings into additional community locations.	Additional funds to support the cost of teacher and curriculum.	$50,000	Madera Adult School in partnership with Workforce Assistance Center	Cyber High, High School Equivalency Pre-Post Test, STAR, CASAS	8/1/2015

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Madera Adult School	1 Basic Skills	Need to increase level of course offerings in ABE/ASE/High School Equivalency programs to provide additional options for students to continue or complete their education. Stakeholders such as Workforce Assistance Center and Department of Social Services have identified a greater interest in hosting High School Diploma and High School Equivalency classes within the confines of their agencies to streamline resources and better serve the various student populations. In addition, teachers have identified the need to blend resources such as online courses with local public community colleges and universities and where possible to allow students to earn concurrent high school and college credits.	Explore partnership opportunities with local community colleges and universities to share online courses using Moodle or Blackboard web-based course management systems to deliver coursework over the Internet.	Grants, donors, fund raising				
Reedley College	1 Basic Skills	Reedley College offers at their three campuses-- Madera, Reedley and Oakhurst-- English and math basic skills courses but has trouble staffing them; especially finding qualified math instructors is a challenge. There are too many exit/ entry points for math and English basic skills courses	Increase recruitment efforts by reaching out to CSU and UC math Master's programs outside the region. Expand the First Year Experience program by adding a part-time counselor so that extra cohorts can be recruited. Add accelerated English and math courses to the schedule	Faculty salaries, Recruitment funding (brochures, travel money, a part-time coordinator)	$300,000	RC Office of Instruction	Office of Institutional Research collects data on success and retention. The First Year Experience program has shown promising increase in these rates	Fall 2015-Spring 2016 and ongoing

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Sanger Adult School	1 Basic Skills	Lack of Adult School facility: Sanger Adult School is housed on a comprehensive 9-12 high school campus with no designated autonomous classrooms for the Adult School's use. This situation limits the AE school's ability to serve the greater needs of the community. Sanger can only offer classes in available classrooms which are designed for high school students and occupied each school day by a high school teacher and his/her students. This also limits the ability to offer CTE courses. Many CTE courses require equipment and supplies that must be stored and secured in the high school classroom. There is a lack of space for the storage and security of equipment and supplies that may, if left in the open, be a danger to high school students.	Build or acquire an Adult School Facility	Land and money to build and maintain a facility	$2,000,000 or more	Sanger Unified	Building in place	2015/16
Sanger Adult School	1 Basic Skills	Office space to house student support services (i.e. Counselor, Testing Coordinator)		Funding for facility	Included in above figure			

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Sanger Adult School	1 Basic Skills	Technology with Wi-Fi available for student use	Purchase a computer lab classroom	Funding	Included in above figure		Lab in place	2014/15
Sanger Adult School	1 Basic Skills	Lack of transportation to colleges/ training facilities and employment opportunities	Public transportation	Funding	unknown	Sanger USD Reedley College City of Sanger		2014/15
Selma Adult School	1 Basic Skills	Need more programs to serve students in Adult Basic Skills, reach students that are below high school level	Provide more programs to address those more services at this level	Facility, funds, staff	$125,000 (ongoing) and $250,000 (one time startup)	Selma Adult School	CASAS, TABE or formative assessment	Based upon funding
SER Jobs for Progress	1 Basic Skills	HEPs in Spanish	Adult schools, CBOs can offer more HEP Spanish classes and official HEP testing in Spanish at various rural locations to meet the needs of the community	Native Spanish Speaking Instructors work best	Not certain… pay $23/hr. per teacher	Adult Schools, CBOs, etc.,	Practice tests (Reading/ Math)	Academic calendar
Washington USD	1 Basic Skills	No program due to lack of funding.	Collaborations with CBOs, funding, implement a program	Funding, staffing, instructional materials, facilities	$45,000 (ongoing) and $100,000 (one time startup)	WUSD	Enrollment, program completion rate, passing rate of GED	2014-15

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Yosemite Adult School	1 Basic Skills	The gap between the current number of students served and what the community needs have been on average in the past is space for an additional 104 students.	Funding is needed to support additional staff, program and materials	Funding, Human Resources, Instructional Materials	$400,000	State Funding, district and AB 86 Consortium	Graduation Rate, Local Assessments	Three-year phase in from 2015-2016 through 2017-2018
Caruthers Adult School	2- Classes and Courses for Immigrants	ESL courses are not taught in all needed languages.	Align curriculum with CCC courses, incorporate basic technology skills into the classroom, and offer more offsite services to eliminate commuting.	Additional funds to financially support additional instructors to teach the Vocational ESL classes to be offered at additional community locations.	$45,000 (ongoing) and $100,000 (one time startup)	Caruthers AS	CASAS testing and data will be used along with local assessment.	ASAP
Central Adult School	2- Classes and Courses for Immigrants	ESL courses are not taught in all needed languages.	Hire ESL teacher to teach in Hmong and Punjabi or language that is needed.	ESL teachers	$241,458 (ongoing) and $250,000 (one time startup)	Meet NCLB and have proper teaching credentials.	CASAS testing and data will be used along with local assessment.	Course is open entry, open exit.
SER Jobs for Progress	1 Basic Skills	HEPs in Spanish	Adult schools, CBOs can offer more HEP Spanish classes and official HEP testing in Spanish at various rural locations to meet the needs of the community	Native Spanish Speaking Instructors work best	Not certain… pay $23/hr. per teacher	Adult Schools, CBOs, etc.,	Practice tests (Reading/ Math)	Academic calendar

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Clovis Adult School	2- Classes and Courses for Immigrants	Common aligned curriculum, technology, transportation, rural locations.	Align curriculum with CCC courses, incorporate basic technology skills into the classroom, and offer more offsite services to eliminate commuting.	Money for collaboration time between sites, more technology labs and equipment, facilities to provide classes	$1.3 million (ongoing) and $1 million (on time startup)	CUSD and State Center	CASAS Level gains, benchmarks acquired and students transitioning into other programs	ASAP
Clovis Community College Center	2- Classes and Courses for Immigrants	CCCC doesn't currently offer courses for immigrants.	Multiple programs for immigrants may not be efficient. Immigrant programs should be carefully placed to provide easy access without having programs compete for the same students.	N/A	N/A	Undecided	N/A	N/A
County of Fresno Department of Social Services	2- Classes and Courses for Immigrants	Limited basic education impedes employability of participants who complete CTE trainings. Participants preferring vocation training to education.	Address the issue with basic education. Illustrate to participants the importance of basic education to their marketability in relation to job search.	Depends on CTE provider availability.	Depends on CTE availability and participant referrals.	DSS, SCCCD, Adult Schools, other Partners, Community Based Organizations, private industry		
Dinuba Adult School	2- Classes and Courses for Immigrants	FUNDING	MORE FUNDING	MONEY	$108,044 (ongoing) and $250,000 (one time startup)	ADULT SCHOOL	ENROLLMENT #'s	

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Firebaugh Adult School	2- Classes and Courses for Immigrants	need to provide Adult Basic Skills, reach students that are below level and that need life skills training	Collaborations with CBOs, funding, implement a program	Funds to financially support additional instructors to teach the Vocational ESL classes to be offered at additional community locations.	$75,000 (ongoing) and $150,000 (one time startup)	Firebaugh AS	CASAS Level gains, benchmarks acquired and students transitioning into other programs	ASAP
Fresno Adult School	2- Classes and Courses for Immigrants	With over 240,000 undocumented citizens in the Central Valley, and roughly 50,000 in the greater Fresno area, there is a great need for citizenship classes. Furthermore, there is a great need for ESL classes for documented citizens who are LEPs and non-EO.	To ensure that capacity is not an issue, seek out more curriculum, staff, and facilities. Continue to build robust partnerships with local CBOs, government agencies, postsecondary institutions, etc.	Curriculum, CBT licenses, staff, computers, etc.	$3.3 million (On going) and $1,000,000 (one-time)	Fresno Adult School and SCCC	CASAS Level gains, benchmarks acquired and students transitioning into other programs	ASAP
Kings Canyon Adult School	2- Classes and Courses for Immigrants	ESL courses are not taught in all needed languages.	Align curriculum with CCC courses, incorporate basic technology skills into the classroom, and offer more offsite services to eliminate commuting.	Additional funds to financially support additional instructors to teach the Vocational ESL classes to be offered at additional community locations.	$230,236 (ongoing) and $250,000 (one time startup)	Kings Canyon USD	CASAS Level gains, benchmarks acquired and students transitioning into other programs	ASAP

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Madera Adult School	2- Classes and Courses for Immigrants	Need for Vocational ESL classes.	ESL is helpful – we would recommend some Vocational English as a Second Language (VESL) specific to the occupations and sectors most in demand in Madera.	Additional funds to financially support additional instructors to teach the Vocational ESL classes to be offered at additional community locations.	$50,000	Madera Adult School and Workforce to assist with occupational data; feedback from employers in the identified sectors might be needed to develop VESL classes focused on the vocabulary that is most critical to employers.	CASAS and 1.Checklists (e.g., aural/ oral, reading, writing) 2.Learner-generated learning logs 3.Portfolios (e.g. written classwork, learner self-analysis, program-developed tests)	ASAP
Madera Adult School	2- Classes and Courses for Immigrants	The ESL/Citizenship programs have sustained a reduction to course offerings and hours of instruction due to drastic budget restraints. The program is experiencing an average of 100 students per semester on a waiting list.	Provide a framework for expanding a program using important variables to sustain a quality adult ESL/Citizenship program. Coordinate the use of local elementary schools to offer on-site ESL/Citizenship classes. Conduct ongoing program evaluation Align program mission and goals with state standards and common core.	Program Structure, Administration and Planning. Keep Curriculum relevant and aligned with state standards. Instructors to use innovative pedagogy and technology. Recruitment, Intake and Orientation Monitor Retention rates, learning gains and student transition patterns. Assessment, Evaluation and Educational Gains Staffing, Professional Development and Staff Evaluation Support Services.	$864,033 (ongoing) and $1 million (one time startup)	Madera Adult School in partnership with the District and Local Elementary School Principals.	Monitor retention rates, learning gains and student transition patterns	8/1/2015

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Reedley College	2- Classes and Courses for Immigrants	Lack of ESL course offerings in many rural Communities in the SCCCD.	Availability of Noncredit and Credit ESL courses at community college	Bilingual counselor; academic coordinator; mobile computer lab; resource and instructional materials	$150,000	RC Office of Instruction & Student Services	Persistence, Successful completion, ESL Certificate	Year one and beyond
Sanger Adult School	2- Classes and Courses for Immigrants	Technology with Wi-Fi available for student use	Purchase a computer lab classroom. Hire teachers.	Funding Teachers at $30.00 per hour	Included in $2,000,000 figure from Program Area 1 $15,000 For teachers	Sanger Unified	Lab in place	2014/16
Sanger Adult School	2- Classes and Courses for Immigrants	Citizenship testing Testing Center in a much needed Adult School Facility	This needs to be made available in our rural area	Testers, Tests, Storage and location to perform this duty.	Included in $2,000,000. Request to build a facility. Teachers or testers at $30.00 per hour.	Sanger Adult School in partnership with Sanger Unified, Immigration Services, Mexican Consulate	Classrooms Counseling rooms Testing Center	Fall 2015
Sanger Adult School	2- Classes and Courses for Immigrants	Need for a resource person from immigration to be available in rural communities who have no transportation to immigration office in neighboring city Space to house this person when on campus	Well-informed specialist to assist those in search of Citizenship.	Person	?	Consulate offices	Schedule	2014-15?

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Sanger Adult School	2- Classes and Courses for Immigrants	Lack of transportation to colleges/ training facilities and employment opportunities	Public transportation	Funding	?			
Selma Adult School	2- Classes and Courses for Immigrants	Not being able to provide more services, i.e., day-time ESL classes, citizenship, etc.	Offer more opportunities for day and evening classes, child care, incentives, etc.	Facility, funds, staff development, curriculum	$125,000 (ongoing) and $250,000 (one time startup)	Selma Adult School	CASAS	Based upon funding
SER Jobs for Progress	2- Classes and Courses for Immigrants	Lacking ESL classes in rural areas	Adult schools, CBOs can offer more classes at various rural locations to meet the needs of the community	Instructors, materials, and facility	10-12 hrs./wk. x hr./wage	Colleges, rural districts, CBOs	Interview, questionnaire	Academic calendar
SER Jobs for Progress	2- Classes and Courses for Immigrants	Lacking bilingual literacy courses in rural areas	Offer literacy courses in the rural areas	Instructors, materials, and facility	Cost of instructors	Rural school districts, CBOs	Interview, questionnaire	Academic calendar
SER Jobs for Progress	2- Classes and Courses for Immigrants	Lacking bilingual Vocational Training Programs in rural areas	Offer in rural areas for limited English speakers	Instructors, materials, and facility	Cost of Instructors	Colleges, rural school districts, CBOs	Demand occupations	Academic calendar
Washington USD	2- Classes and Courses for Immigrants	No program due to lack of funding.	Collaborations with CBOs, funding, implement a program	Funding, staffing, instructional materials, facilities	$45,000 (ongoing) and $100,000 (one time startup)	WUSD	Enrollment, program completion rate, passing rate of citizenship	2014-15

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Yosemite Adult School	2- Classes and Courses for Immigrants	Currently we have no program to serve this need in our community, but traditionally we served between 5-10 students each year in our US Citizenship program.	Funding is needed to support additional staff, program and materials	Funding, Human Resources, Instructional Materials	$78,702 (ongoing) and $150,000 (one time startup)	State Funding, district and AB 86 Consortium	Citizenship success rate	Three-year phase in from 2015-2016 through 2017-2018
Caruthers Adult School	3- Adults with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Central Adult School	3- Adults with Disabilities	Courses are not offered	Funding for courses	Instructors and space	$40,243 (ongoing) and $150,000 (one time seed)	Meet NCLB and have proper teaching credentials.	Local assessments specific to each course	Course is open entry, open exit.
Clovis Adult School	3- Adults with Disabilities	More professional development opportunities for teachers.	Align and collaborate with high schools and CCC.	Equipment, tape recorders, desks, chairs, keyboards. Interpreters and scribes.	$216,344 (ongoing) and $500,000 (one time startup)	CUSD and State Center	Staff professional development logs. Student enrollment and completion rates.	ASAP
Clovis Community College Center	3- Adults with Disabilities	CCCC offers DSPS services to students who enroll in standard courses. CCCC doesn't offer Development Services Courses.	Multiple programs for Developmental Services Courses may not be efficient. Developmental Services programs should be carefully placed to provide easy access without having programs compete for the same students.			Undecided		

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Dinuba Adult School	3- Adults with Disabilities	FUNDING	MORE FUNDING	MONEY	$30,000	ADULT SCHOOL	ENROLLMENT #s	
Fresno Adult School	3- Adults with Disabilities	Lack of funding to provide the necessary services for 22+ Adult SPED students	With funding, school can provide increased support through aides, counseling services, partnerships/ contracts with CBOs.	Funding, Staffing, instructional materials, facilities	$551,229 (ongoing) and $2 million (one-time seed money)	Fresno Adult School and SCCC	CASAS, TABE or formative assessment, Enrollment, Graduation, Transitions, Certifications, etc.	ASAP
Kings Canyon Adult School	3- Adults with Disabilities	Need for assistive technology so that individuals with disabilities can access the programs being offered.	Incorporate electronic tools, text books in alternate formats (Braille, large print, audio).	Computers and specialized equipment specifically designed for adults with disabilities. Desks to accommodate wheelchairs.	$38,372 (ongoing) and $100,000 (one-time seed money)	Kings Canyon USD	Accessibility of adaptive technologies for students with special needs. Perform a checklist evaluation of the product based on technical standards for accessible design and sound human-factors design principles.	ASAP

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Madera Adult School	3- Adults with Disabilities	Need for assistive technology so that individuals with disabilities can access the programs being offered.	Incorporate electronic tools, text books in alternate formats (Braille, large print, audio).	Computers and specialized equipment specifically designed for adults with disabilities. Desks to accommodate wheelchairs.	$144,000 (ongoing) and $250,000 (one time startup)	Madera Adult School to coordinate with community partners like Dept. of Rehab, RICV, and Workforce will be critical in identifying what is most needed.	Accessibility of adaptive technologies for students with special needs. Perform a checklist evaluation of the product based on technical standards for accessible design and sound human-factors design principles.	8/1/2015
Reedley College	3- Adults with Disabilities	RC offers a number of DEVSER courses that are very beneficial for students. RC lacks a testing center, but has assigned a room for it, which is under construction. RC needs funding to purchase furniture, cameras etc.	Currently RC is reconfiguring a room to turn it into a testing center. With SEP/SSSP funding RC is hiring a Testing Center Coordinator	Funding for testing cubicles and specialized adaptive furniture; computers, monitors, camera's	$150,000	RC Office of Student Services	Refer to 1 above	Summer 15, Fall 15 and ongoing
Sanger Adult School	3- Adults with Disabilities	Without a facility, we are unable to provide services to Adults with disabilities	N/A	Facility, funding, staff, curriculum	$250,000.00	Sanger Adult	IEP Goals	Funding needed

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Selma Adult School	3- Adults with Disabilities	Need to provide Adult Basic Skills, reach students that are below level and that need life skills training	Provide more programs to address more services at this level	Facility, funds, staff development, curriculum	$100,000 (ongoing) and $250,000 (one time startup)	Selma Adult School	CASAS	Based upon funding
Yosemite Adult School	3- Adults with Disabilities	Specific services are needed to meet individual student's IEP goals	Funding is needed to support additional staff (Minimum of an additional .5 FTE Certificated Special Education, and approximately 4 hours of Para-educator time to serve existing student levels)	Funding, Human Resources, Instructional Materials	$78,702 (ongoing) and $150,000 (one time startup)	SELPA Funding, State Funding, district and AB 86 Consortium	Achievement of IEP goals and increase in graduation rate among students with disabilities.	Immediate need for additional resources to support the needs of these students.
Caruthers Adult School	4- Short Term CTE	No CTE training available for rural area with a majority of farm workers.	Begin to work with local employers and identify training needs. Provide training in those areas with industry standard certifications.	Funding for target marketing, additional staff, new program start-up equipment, and collaboration time with other sites	$45,000 (ongoing) and $100,000 (one time startup)	Caruthers AS	Increased program offerings, student enrollment numbers, and completion and placement rates.	ASAP
Central Adult School	4- Short Term CTE	New short term CTE courses as prescribed by the private sector.	Survey private sector to find skills that adults need to gain employment in their facilities/ office.	Survey, mailing list, room to house course.	$241,458 (ongoing) and $250,000 (one time startup)	Meet NCLB and have proper teaching credentials	OPAC pretest and local assessment during course. Survey from private sector regarding employees who came from program.	Start after collaboration with private sector.

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Clovis Adult School	4- Short Term CTE	Ability to offer more high demand programs, facilities that simulate workplace, marketing of programs, articulation with CCC programs	Collaborate with CCC faculty to establish working articulation agreements, increase marketing efforts, investigate options for increasing programs and capacity	Funding for target marketing, additional staff, new program start-up equipment, and collaboration time with other sites	$1.3 million (ongoing) and $1 million (on time startup)	Clovis Adult and CUSD	Increased program offerings, student enrollment numbers, and completion and placement rates.	Jan. 2015 - June 2017
Clovis Community College Center	4- Short Term CTE	CCCC offers various certificates in Child Development, Criminology, IT, Business Administration, and Wastewater treatment. CCCC is looking to expand CTE program offerings	CCCC intends to initiate programs in water treatment, water distribution, food safety during food processing, occupational therapy technician, pharmacy technician, physical therapy technician, and other possible programs.	CCCC needs the resources for to develop curriculum and to build a CTE building.	A cost estimate is not possible in this space. These programs would require a new building, modification of existing building, purchase of equipment and hiring permanent instructors.	CCCC	Successful implementation of new programs along with successful graduation of students.	TBD - Some very long term development.
Dinuba Adult School	4- Short Term CTE	FUNDING	MORE FUNDING	MONEY	$108,044 (ongoing) and $250,000 (one time startup)	ADULT SCHOOL	ENROLLMENT #'s	ASAP

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Firebaugh Adult School	4- Short Term CTE	No CTE training available for rural area with a majority of farm workers.	Begin to work with local employers and identify training needs. Provide training in those areas with industry standard certifications.	Funding for target marketing, additional staff, new program start-up equipment, and collaboration time with other sites	$75,000 (ongoing) and $150,000 (one time startup)	Firebaugh AS	Enrollment #s, # of students employed, # of students earning industry certifications, amount of student wage increase, # of students transitioning to postsecondary for continued training	ASAP
Fresno Adult School	4- Short Term CTE	Fresno Adult School offers CTE programs from 7 different pathways. Prior to flex, FAS was serving almost 10,000 CTE students. After flex, the school's CTE program has dwindled down to 2,000 students. The CTE programs are low-cost to free.	Review current and future labor market needs in the Fresno area. Create new training programs with a focus on those labor needs. Coordinate a streamlined process for student employment and/ or postsecondary transitions.	Teachers, facilities/ space, computers, materials, Member service availability and participation with DSS.	$3.3 million (On going) and $1,000,000 (one-time)	Fresno Adult School and SCCC	Enrollment #s, # of students employed, # of students earning industry certifications, amount of student wage increase, # of students transitioning to postsecondary for continued training	ASAP
Kings Canyon Adult School	4- Short Term CTE	Lack of technology available for adult school students	Purchase computers to use in the classrooms which will enhance learning for students.	Chromebooks/ computers	$230,236 (ongoing) and $250,000 (one time startup)	KC Adult School		ASAP

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Learn2Earn	4- Short Term CTE	Work-Based learning models that link in to specific needs of the individual's career plan. Specific career planning system integrated into academic track and self-development of lifelong learning.	Establish community-sustained intermediaries (i.e. joint-powers authority organization) to coordinate with education, employer and community partners to develop, measure and improve sequences of work-based learning opportunities. Coordinate professional development opportunities - such as externships, workshops, institutes, etc., - for teachers, administrators and counselors so that they can align career pathway programs with postsecondary and workforce needs, implement data-driven assessment and evaluation of work-based learning experiences, and improve employer engagement practices. Develop Industry Certificates or 'Badges' Aligned to Pathways. While some industries have industry-recognized certificates and licenses - around which many career pathway programs are built - many do not. As such, there is a valuable opportunity for industry organizations, workforce investment boards and other workforce entities to work regionally or statewide with consortia of school districts to develop credentials based upon specific pathway outcomes. These credentials could have statewide or regional currency depending upon the reach of partnering business entities. This would benefit employers through clear communication of student readiness, while also helping schools to build programs which lead to recognition of student competency. Pilot Alternative Models of Work-Based Learning. Work-Based Learning "Career Path Roadmap."	Data sharing ability and structured partnerships	$535,000.00	K-12 School District, CC, Workforce Investment Board	Individual career assessment and group defined scoreboard of success based on industry standards	8 months

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Madera Adult School	4- Short Term CTE	Current CTE program course offerings have been drastically reduced due to budget restraints. The Madera Community will benefit from receiving adequate and sustainable funding to offer industry supported Career Clusters and Career Pathways that can lead to student success in high school, college and their chosen career/profession.	Modernize our computer labs by upgrading to a high-speed Internet connection, Web browser and word processing software.	Keep Curriculum relevant and aligned with state standards.	$300,000	Madera Adult School in partnership with Workforce Assistance Center, Department of Social Services and local Labor Unions.	Assessment Procedures will include evaluating student work and determining the levels of performance (meets or exceeds); and stakeholders-- both program faculty and industry based employers--will participate in the design and validation of certifications and rigor used to determine performance levels. Utilize advisory committees, internships, teacher externships, workplace experience and other interactions. Employers will be encouraged to share information about expectations, technical requirements and workplace behavior—driving innovation and world-class performance.	8/1/2015
Madera Adult School	4- Short Term CTE	Need a CTE program with a strong infrastructure that supports manufacturing companies in Madera.	Incorporate courses that meet manufacturing standards and training.	Credentialed staff with necessary skills to sustain a robust program.	$864,033 (ongoing) and $1 million (one time startup)	Madera Adult School in partnership with Workforce Assistance Center and local Labor Unions.	Increased support of industry credentialing & CRCs	8/1/2015

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Madera Adult School	4- Short Term CTE	Need information and technology courses.	Credentialed staff that can facilitate a balanced approach to software and hardware applications and their conceptual underpinnings.	Courses need to be taught by faculty and industry professionals having years of IT experience to enable students to benefit from a hands-on approach that provides them with a real grasp of the actual technology, development tools, and paradigms in demand in the local IT industry.	$75,000	Madera Adult School in partnership with Workforce Assistance Center, Department of Social Services and local Labor Unions.	Adequate personnel resources for supporting technology integration (e.g., learning technologists, information technology support staff)	8/1/2015
Madera Adult School	4- Short Term CTE	Need for an increase in CTE programs that are designed around what employment opportunities are available.	CTE offerings need to be designed around what employment opportunities are available.	Madera would benefit from its own ROP Program to maximize the course offerings that adults can access.	$50,000	Madera Adult School in partnership with Workforce Assistance Center	CTE Programs need to result in an industry or employer recognized credential, certificate or license	8/1/2015
Reedley College	4- Short Term CTE	Success rates in the many CTE programs RC and MC offer could be improved by adding embedded tutors. For example, RC offers Nursing Assistant Training (4.5 months) that leads up to a C.N.A. certificate. Madera Center offers a 4.5 month Maintenance Mechanic certificate program.	Add more embedded tutors. Data show dramatic increase in retention and success.	Funding to pay peer tutors.	$80,000	RC Office of Instruction	Refer to 1 above.	Fall 15 and ongoing

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Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Sanger Adult School	4- Short Term CTE	Facility to accommodate all CTE classroom needs		Facility				
Selma Adult School	4- Short Term CTE	need more employment skills	provide foodservice, bus driver, custodial, office assistant, computer training and medical programs, i.e.., CNA and Medical Assistant programs to provide certificates	qualified staff, facility, curriculum	$150,000 (ongoing) and $300,000 (one time startup)	Selma Adult School	TABE, CASAS, Accu-placer	Based upon funding
SER Jobs for Progress	4- Short Term CTE	Lacking bilingual CTE courses in rural areas	Offer in rural areas for limited English speakers	Instructors, materials, and facility	Cost of Instructors	Rural school districts, CBOs	Ability to speak some English	Academic calendar
Washington USD	4- Short Term CTE	No program due to lack of funding.	Collaborations with CBOs, funding, implement a program	Funding, staffing, instructional materials, facilities	$150,000 (ongoing) and $300,000 (one time startup)	WUSD	Enrollment, program completion rate, employment rate post program.	2015-16

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Yosemite Adult School	4- Short Term CTE	Currently we have no program to serve this need in our community, but traditionally we served between 150-200 students each year in our Community Classroom courses focused on Career/ Technical Education	Funding is needed to support additional staff, program and materials while we also pursue new partnerships with local businesses. Beginning with four existing areas at Yosemite HS ROP (Computer Technology, Welding, Auto Technician, Small Animal Veterinary Technician) in 2015-2016 and building an additional three areas based on employer and student survey data (CPR/ First Aid Certification, Hospitality/Culinary Arts Certification, Fire Certification	Funding, Human Resources, Instructional Materials	$35,000	State Funding, district and AB 86 Consortium	Survey data, certification completion, graduation rate	2015-2016
Carpenters Apprenticeship	5- Programs for apprentices	Qualified Applicants	Partners in higher education	RSI funding - college LEA - accredited courses - Additional Training - Promotional materials	$50,000.00	Fresno City College		
Central Adult School	5- Programs for apprentices	Many programs have moved to training centers in northern CA due to housing crisis in 2008.	Private sector recommended courses to improve skills required in job market.	Job market survey and partnerships to create courses. Instructors to teach new courses.	$15,000.00	Meet NCLB and have proper teaching credentials	Local assessments specific to skills used in each course. Number of students who gained employment.	

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Clovis Community College Center	5- Programs for apprentices	CCCC currently doesn't have any apprenticeship programs;	CCCC is in the initial planning stages of developing an apprenticeship program in food safety during processing.	Personnel and classroom/lab facilities	A cost estimate is not possible in this space. These programs would require a new building, modification of existing building, purchase of equipment and hiring permanent instructors.	CCCC	Successful implementation of new programs along with successful graduation of students.	
Dinuba Adult School	5- Programs for apprentices	BASIC ED SKILLS NEEDED	MORE BASIC ED CLASSES	FUNDING, TEACHERS AND MARKETING PLAN	$30,000.00	ADULT SCHOOL	ENROLLMENT #s	
Madera Adult School	5- Programs for apprentices	Need to establish an apprenticeship Training Program in Madera County.	To enable employers to develop and apply industry standards to training programs for registered apprentices that can increase productivity and improve the quality of the workforce. Training programs may include carpentry, electrician, plumbing and auto body/ repair/paint.	Establish a Joint Apprenticeship Training Committee.	$75,000.00	Madera Adult School in partnership with Workforce Assistance Center and local Labor Unions	Review of the program records, including records of apprentice training and related and supplemental instruction; inspection of the program's training facilities; visits to on-the-job training locations; and review of individual apprentice records	

TABLE 4.1: ADDRESSING IDENTIFIED GAPS

Member & Partners	Program Area	Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Selma Adult School	5- Programs for apprentices	with high unemployment rates, job skills are a necessary component	work with area apprenticeship programs and provide necessary pre-training for students in order to be admitted into an apprenticeship program	qualified staff, facility, curriculum	$150,000.00	Selma Adult School	TABE, CASAS, Accu-placer	
Yosemite Adult School	5- Programs for apprentices	Currently we have no program to serve this need in our community	Pathways need to be articulated from 11th grade to engage students in existing apprenticeship programs in the San Joaquin Valley. With partnerships with existing Apprenticeship programs in the Valley, the hope is to grow toward a new program offered here in Oakhurst to meet the needs of our job market and students (possibly in Hospitality/Culinary Arts)	Access to Guidance Counselors, Transportation, Partnerships with CalWORKs and Workforce Development	$5,000-$50,000	State Funding, district and AB 86 Consortium	Survey data, certification completion, graduation rate	2015-2016

OBJECTIVE 5

Accelerating Student Progress

STATE CENTER
ADULT EDUCATION CONSORTIUM

OBJECTIVE 5

This section will describe the consortium's plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals.

Representatives of the five program areas met and identified four strategies outlined in Table 5.1:

1. Increase formal connection between adult schools and community colleges;
2. Implement a student support program at adult schools;
3. Expand offerings and provide accurate placement;
4. Develop professional learning opportunities for faculty

Increase Formal Connections

Specific program area collaborative groups are encouraged to meet and determine the following three criteria in order to determine feasibility of projects or initiatives:

1) Will this meet a community need that is not currently being filled?
2) Will this be accomplished best through continued collaboration?
3) How will we measure and implement projects and initiatives?

An example of a collaborative project is dual enrollment. Currently, Edison High School and Fresno City College offer dual enrollment between the two schools for 25-30 students. Students attend several classes at the high school campus and a few at the college campus. Students receive college credit for the courses offered on the college campus while simultaneously receiving 4/5 credit on their high school transcripts for those college courses. College curriculum is delivered by the faculty at both sites.

Adult schools and college campuses will collaborate to create a Dual Enrollment program for adult school students to offer an accelerated alternative towards a high school diploma and associate's degree. Adult schools will focus on developing the necessary reading, writing, and math skills that align with community college curriculum. Students would enroll in pre-bachelor course work and earn credit for both high school and college credit.

Multiple measures will be used to help identify and determine which students will be able take courses through Dual Enrollment. Students who need 20 credits or less and have passed both CAHSEE sections are deemed Pending Grads and will be eligible to participate in Dual Enrollment. Transitional Students, who have completed and passed two GED tests and are working on completing the final two, will also be eligible depending on their CASAS scores and recommendation of the Adult Ed Counselor.

The following is an example of Reedley courses that could be offered at the Adult Ed site:

English	Math	Counseling	ESL
English 125	Math 101	Coun 34 Career Counseling	ESL 266W/ ESL 266R
English 126	Math 103	Coun 53 College/ Readiness	

Overall feasibility of this component is quite vast in that it allows students to work on both their high school diploma and college certificate, associate's degree and/or transfer requirements at once. This process eliminates time along with the high cost of post-secondary education as this will help students transition to community college in college level English/math courses. Along with dual enrollment in certain disciplines/career pathways, the adult schools and community colleges will develop a roadmap for program alignment to properly articulate how different courses and programs feed into one another. Together, community colleges and adult schools will work to develop a region-wide educational plan that is accessible online for all educational entities and students to access.

Community colleges have been successful in accelerating a student's progress toward their educational goals through the K-16 Bridge Program. The K-16 Bridge Program utilizes a cohort model. This model could be mirrored with an adult school to community college bridge program. This would offer the opportunity to introduce students to the cohort model. It was also suggested that community colleges also offer some courses at adult schools as satellite sites.

In addition to developing clear pathways and articulation of basic skills courses as they feed into higher level courses, the community colleges and adult schools will support counselor competence by offering bi-annual counselor conferences to inform counselors of programs and best practices.

Resources

The members determined that a primary resource that will be crucial to the success of implementation is a highly visible awareness campaign to make counselors and the community aware of the opportunities to accelerate academic and career goals. School districts and State Center Community College District will need to work together to hire a Regional Coordinator(s). There will also be a need for a team who will visit each school to promote regional efforts. The more support from faculty, administration, and partners, the more the community will embrace and be able to benefit from program participation. It was discussed that before dual enrollment or program articulations can be implemented, an analysis of current solutions must be made. In addition, there is a need to develop the roadmap for program alignment and articulation.

Estimated Costs

It was estimated that the cost for this analysis, planning, and coordination, would fall upon the participating school districts and community colleges as a percentage of FTEs for each discipline area. In addition to the staff and administrative overhead costs, it was estimated that additional funding would be required to complete the work to implement increased formal connections between adult schools and community colleges.

Responsible Members

Responsible members will include those members who are identified as being key participants in coordinating this process.

Measurable Outcomes

In order to determine successful implementation, it was decided that the region will work together to track the number of courses currently offered. In addition, the number of individual students enrolled will be tracked along with the number of students who complete and the number who dropout. Students will be tracked as they transition from adult school to community college. It is expected that the results of this tracking will reflect an increase in transitions from adult school to community college. As enrollment increases and the success of student outcomes increase, it is also anticipated that the growth of the programs will result in an increase in FTEs.

Timeline

It is estimated that the timeline for implementation will take two years from the beginning stages to the date the first dual enrollment program is offered.

Increased Student Support

Members identified three activities that would lead to improved student support at adult schools. First, the members called for the requirement of an educational plan for each student enrolled in adult school. Second, members reiterated the necessity of multiple enrollment opportunities and formal articulation between adult school and college courses so that students could more easily navigate across both systems of adult school and community college. Third, community colleges need to have a greater presence on adult school campuses to coordinate college tours, applications, and course selection.

Resources

Funding for additional adult education and community college counselors to facilitate Student Educational Plans (SEP's). With additional funding, counselors will need to be hired to provide outreach to the adult school campuses in order to facilitate matriculation. Student ambassadors from community colleges can work as interns to help mentor and assist students to transition between adult school and community college. In addition to the student ambassadors, it was suggested that the region work together to develop "Transition to College" courses to assist students in developing the study skills necessary to be successful in higher education.

Estimated Costs

Counselors, support and resources to develop and offer "Transition to College" courses and to offer satellite courses and student ambassadors.

Responsible Members

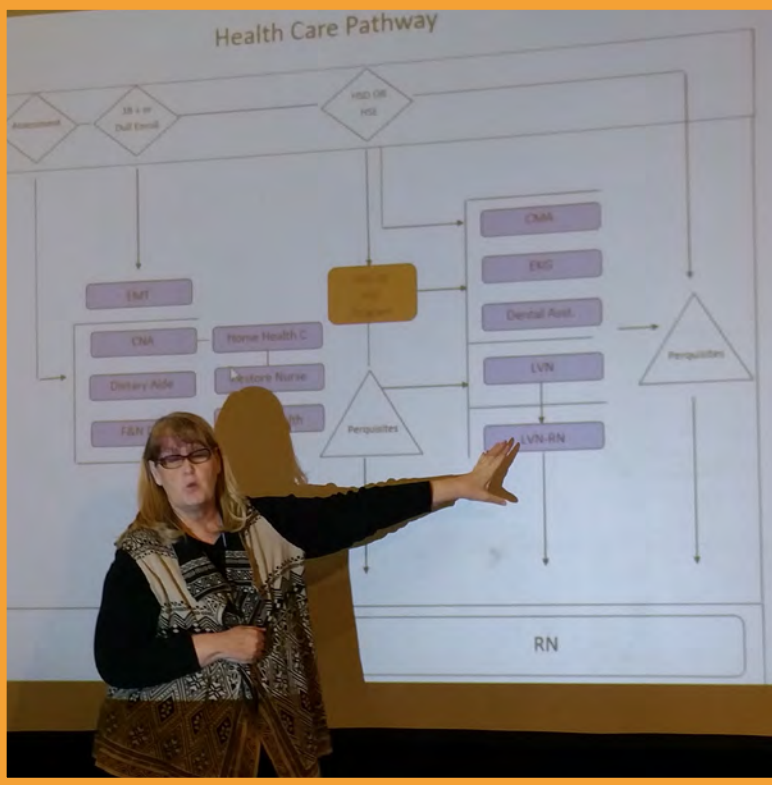
The adult schools, community colleges, regional coordinator, and each site involved in articulated agreements would be responsible in facilitating and coordinating activities to support a greater community college presence on adult school campuses.

Measurable Outcomes

Measures of success will be indicated by comparing the number of students who enroll compared to the number who successfully complete an educational plan. As the number of articulated courses increases, it is anticipated that there will be a correlation with the number of students that transition from adult school to community college. College readiness can be measured by having students complete benchmark assessments upon completion of articulated classes.

Timeline

It is estimated that once the initial roadmap is conceived and the first courses have been aligned, it will take an entire school year to form the association of counselors and to develop the additional positions and courses to support increased community college presence on adult school campuses.



Expand Offerings and Provide Accurate Placement

In order to enhance the educational experience for many students, especially those on a career path, expanding course offerings, including short-term courses in specific fields like Office Assistants, LVN-RNs, Food Service/Culinary, Medical Terminology, Early Childhood Education or Careers in Education, gives students more options to enroll for certification courses that may lead to entry-level careers, while also offering opportunities to advance in their academic pursuits. Accurate placement ensures that students begin at the correct level within the sequence. This reduces the likelihood that students will be in classes below their accurate level, therefore taking classes that they do not need. It also reduces the likelihood that students will take classes that are too advanced for them, therefore taking classes that they are likely to fail.

Resources

In order to obtain this goal, a regional roadmap must first be established. Then, assessment centers can be utilized to proctor standardized assessments to be used throughout the region for admission and guidance counseling. Counselors must be trained adequately in being able to interpret the assessment results and to inform students regarding the course requirements in their chosen career/educational pathway. Sufficient time must be afforded to the appropriate stakeholder to develop effective means to share and interpret data in a meaningful way. Sites must coordinate with one another to offer test preparation sessions for the various assessments to be incorporated into the student educational plan process.

Estimated Costs

Estimated costs can really vary due to a number of factors. These include levels of staff hired and the FTEs; the number of adult schools and community colleges involved in the process will affect the planning time. In addition, the cost can vary due to the number of full-time vs. part-time counselors hired.

Responsible Members

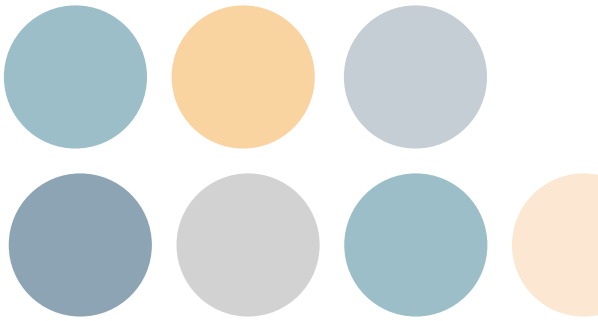
The adult schools, community colleges, and community-based organizations can have a significant responsibility.

Measurable Outcomes

In all, the success of expanding course offerings and providing accurate placement will be determined by the level of student persistence and transition from adult school to community college or careers. Also, the number of students who improve their test scores will indicate whether current supports are effective or not. Also adult school and community college matriculation, success, and retention rates will all be good indicators of successful supports.

Timeline

Data sharing has already begun and can continue into the implementation stages. Beginning January through June of 2015, planning, collaboration, and development will take place with implementation beginning in July of 2015.



Professional Development

In order for adult schools and community colleges to continue to strengthen collaboration and to maintain momentum, the plan must include sufficient time to meet, train, and plan.

Resources

The most important resources required for professional development is meaningful data, sufficient release time, and effective facilitators.

Estimated Costs

Facilities, facilitators, travel and conference funds would be needed.

Responsible Members

The adult schools, community colleges will be responsible to ensure that this time is scheduled and facilitated.

TABLE 5.1: WORK PLAN FOR IMPLEMENTING APPROACHES PROVEN TO ACCELERATE A STUDENT'S PROGRESS TOWARD HIS OR HER ACADEMIC OR CAREER GOALS

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Increase formal connections between adult schools and community colleges	1. Increase college course offerings to adult school students: College Success, Discipline Intro, LVN-RN 2. Explore dual enrollment opportunities 3. Articulation: Basic Skills Course (2+2) 4. Biannual Counselor Conference to inform counselors of programs	1. Awareness campaign with counselors and community 2. Personal visits with counselors 3. Roadmap for program alignment	$125,000	1. Regional Coordinator 2. Adult School Task Force 3. CalPASS+ Launch board	1. Number of completions 2. Number of dropouts 3. Increase in AS to CC transitions	2 years
Increase Student Support	1. Education Plan for all students 2. Multiple enrollment opportunities 3. College Tour Coordination	1. Form/input Assoc. of Adult Schools Schools Counselor follow-up Student Goals/Career Path Career Interest Survey 2. Outreach Counselor to come into AS Articulation agreement Tutor center 3. Peer Tutor from CC Counselor for students/interns Calendar/Timeline 4. "Transition to College" course College Tours 5.Adult School as satellite for college classes	1. $85,000 per site 2,3,4. $100,000 per site	Adult Schools Counselor Teacher 2. Community college contact 3. Community college Univ./college interns Workshop Coordinator 4. AS Teacher	1. Exit plan Quarterly meetings 2. CC end of course assessment Number of articulated courses 3. Technology	2015-2016
Expand Offerings and Provide Accurate Placement	1. CC Short courses: Office Assistant, LVN-RN, Food Service/Culinary, Med Terminology, Early Childhood Education or Careers in Education 2. Placement Testing	1. Assessment centers 2. Counselors 3. Data Sharing 3. Data Sharing 4. Test Prep Sessions	Cost for people: 1. Faculty 2. Planning 3. P/T counselors Assessment costs	1. Adult School counselors 2. CC system counselors 3. Community-based organi-zations	1. Number of students leaving AS and continuing to CC 2. Number improving placement test score 3. Number matriculating 4. Success and retention rates	1. Data sharing now 2. Jan-June: Planning, collab-oration and develop-ment 3. July-start
Professional Development	1. Host Head Counselor and General Counselor Meetings 2. Travel and Conference	1. Data 2. Staff release time 3. Consultants	1.Speakers/ consultants 2.Travel and Conference	1. AE 2. CC	Attendance	on-going

OBJECTIVE 6
Professional Development

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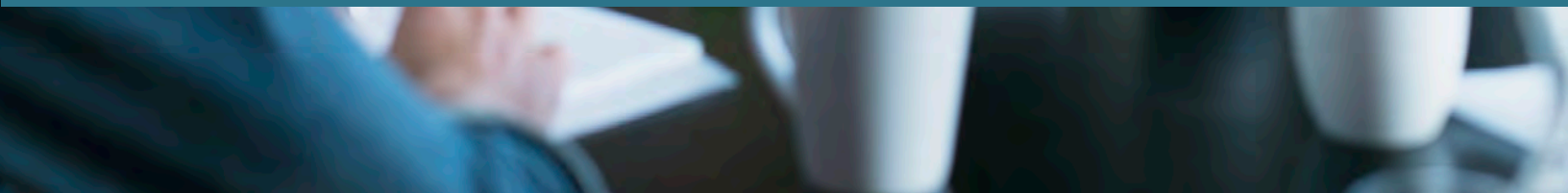

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

A critical element to ensuring the effective implementation of the consortium's plans is that faculty and staff are equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state. Faculty and staff from all local consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

A sub-committee meeting including consortium members and partners met on at least three occasions to gather data and information on current faculty and other staff professional development and areas of need. In review of the information gathered, it is clear that professional development within our region varied and ranges in content. Currently, minimal professional development is held in a collaborative format that is inclusive of community colleges, K-12 schools and consortium participants. More work is needed to build capacity among existing systems and implement collaborative development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Ideas for promoting professional development opportunities:

- Discounted tuition costs for continuing education
- Credits toward moving up on the pay scale by continuing education
- Workshops to provide content and planning materials to be used to increase student success
- Bring in people who are noted in their fields to run workshops
- Provide professional development in a structured way so that attendees can easily relay that information to their co-workers
- Offer "flex day" credit

Table 6.1 indicates the current effective professional development strategies carried out by the consortium members that could be adapted for consortium-wide use. Table 6.2 indicates topics the consortium considers priorities for collaborative professional development.

TABLE 6.1 CURRENT PROFESSIONAL DEVELOPMENT

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Direct Instruction	Workshops, site experts, model lesson demos, coaching, conferences, flex day	ALL	
Data Driven Discussions	Workshops, site experts, model lesson demos, coaching, conferences, book study professional learning communities, flex day	ALL	
Dual Enrollment	Conferences, Formal Joint Meetings	ALL	
On-Line Learning	Webinars, online provider reviews and presentations, conferences	1, 2, 4	
Continuing Education	Conferences, Formal Meetings	ALL	
English as a Second Language & Citizenship	Workshops, Conferences, Formal Joint Meetings	ESL	
Technology	Workshops, site experts, model lesson demos, coaching, conferences, flex day	ALL	

TABLE 6.2 COLLABORATIVE PROFESSIONAL DEVELOPMENT PLAN

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Community College & Adult School Program Articulation	Quarterly Sub-Committee Meetings with representatives from community college and adult school to discuss and outline similarities and differences in curriculum, curriculum development, course offerings, educational jargon, support services in all service areas and educational systems (To gain better understanding of both systems & share information with staff from both educational systems and collaborative partners)	ALL AREAS	
Technology- General Use & Instructional Use	Establish a series of technology workshops throughout the year, novice – expert series, established by Regional Consortium for all consortium members and partners. Workshops to include Google docs, Prezi, Google education apps, etc.	ALL AREAS	
ESL Program Articulation	Establish regular quarterly ESL professional community meetings that include adult school & community college ESL department instructors and consortium partners to clarify and maintain current discourse on course offerings and program services	ESL	
Student Services	Regular quarterly meetings with community college and adult school counseling staff to develop seamless transition of adult school students to community college and an entry	1, 2, 4	

OBJECTIVE 7
Leveraging Regional Structures

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OBJECTIVE 7

Plans to leverage existing regional structures, including, but not limited to, local workforce investment area.

In order to effectively leverage existing structures, SCAEC would develop a regional CTE and Apprenticeship Advisory Committee within the State Center Adult Education region. The advisory committee will consist of members from adult schools, community colleges, local chambers of commerce, workforce programs, local employers, and adults with disabilities programs that represent local interests in our prospective sub-regions. This process will create stronger partnerships between adult education providers and sustain partnerships created through the AB 86 process.

The Goals of the CTE and Apprenticeship Advisory Committee

- Create networking threads by regional consortia to existing regional structures
- Utilize existing regional resources to enhance program services
- Position the regional consortium to be responsive to economic needs
- Position the consortium to be stronger and more effective

Community Resource Network

Several community and faith based organizations as well as adult schools, community colleges, and government agencies have already begun to leverage regional structures to develop a community resource network. By developing this network and nurturing it through AB86 activities, it could serve as an immense resource for students and potential job seekers.

Preliminary Partner Identified Organization:

Partner Organization	Linked Organizations
Economic Development Corporation	Missions and Shelters
Department of Social Services	Bridge Academy
Department of Rehabilitation	Community Action Partnership
Proteus	Veterans Groups
Unemployment Development Department	Learn2 Earn
Youth Conservation Corps	Salvation Army
Veterans Employment Committee	
Reading and Beyond	
Metro Ministries	
Workforce Connection	

TABLE 7.1 LEVERAGE OF EXISTING REGIONAL STRUCTURES FROM PARTNERS (EXPAND TABLE AS NECESSARY)					
Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)*	Partner Contribution**	Timeline
State Center Adult Education Consortium (SCAEC)	Workforce Training Team Building Mentorship Training	Send Advisory Survey to Regional Consortium Partners	Partner institution to complete survey	Completion of Survey	2015
State Center Adult Education Consortium (SCAEC)		Compile Identified Advisories to Create a SCAEC Directory			2015
State Center Adult Education Consortium (SCAEC)		Hold SCAEC Advisory Summit to encompass all identified groups. Invite them to participate and gather industry data to improve program and create linkages/partnerships with SCAEC. Goals and objectives of the group will be to identify internship and apprentice opportunities.			2015

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

APPENDIX **A**
Program Inventory

STATE CENTER
ADULT EDUCATION CONSORTIUM

State Center Adult Education Consortium
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Organization	PROGRAM AREA Basic Skills 1	ESL 2	AWD 3	CTE 4	Apprenticeships 5
Caruthers Adult School 13620 S. Kincaid Caruthers, CA 93609 http://www.caruthers.k12.ca.us/MHS/	✔	✔			
Central Adult School 2698 N. Brawley Fresno, CA 93722 http://cl.centralunified.org	✔	✔		✔	✔
Clovis Adult School 1452 David E Cook Way Clovis, CA 93611 http://www.clovisadultschool.com	✔	✔		✔	✔
Clovis Community College Center 10309 N. Willow Avenue Fresno, CA 93730 http://www.cloviscenter.com	✔		✔	✔	
Dinuba Adult School 8470 Ave 406 Dinuba, CA 93618 http://das.dinuba.k12.ca.us	✔				
Firebaugh Adult School 1976 Morris Kyle Dr Firebaugh, CA 93622 http://face.fldusd.org		✔			
Fresno Adult School 2500 East Stanislaus Street Fresno, CA 93721 http://www.fas.edu	✔	✔		✔	
Fresno City College 1101 E. University Avenue Fresno, CA 93741 http://www.fresnocitycollege.edu	✔	✔	✔	✔	✔
Kings Canyon Adult School 740 W. North Ave Reedley, CA 93654 http://www.kcusd.com	✔	✔			
Madera Adult School 955 West Pecan Avenue Madera, CA 93637 http://www.madera.k12.ca.us/adulted	✔	✔		✔	
Reedley College 995 North Reed Ave Reedley, CA 93654 http://www.reedleycollege.edu					

State Center Adult Education Consortium

Connect • Collaborate • Create

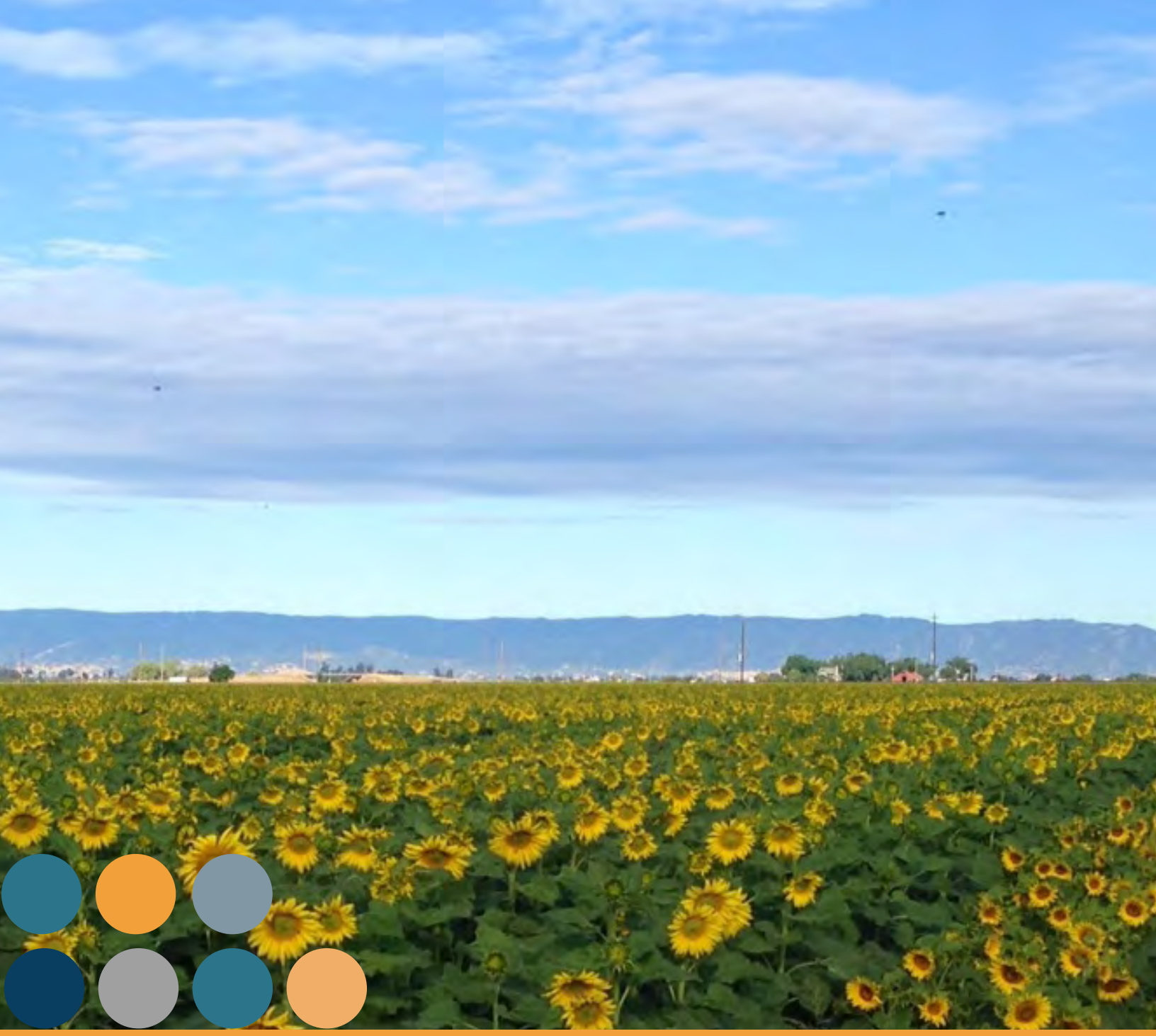
Organization	PROGRAM AREA Basic Skills 1	ESL 2	AWD 3	CTE 4	Apprenticeships 5
Reedley College (Madera Center) 30277 Avenue 12 Madera, CA 93638 http://www.maderacenter.com	✔	✔	✔	✔	
Reedley College (Oakhurst Center) 40241 Hwy 41 Oakhurst, CA 93644 http://www.oakhurstcenter.com	✔	✔	✔	✔	
Sanger Adult School 1045 Bethel Avenue Sanger, CA 93657 http://sangeradult.sanger.k12.ca.us	✔	✔		✔	
Selma Adult School 3125 Wright St. Selma, CA 93662 http://www.selmausd.org	✔	✔		✔	
Sierra USD - Black Mountain Adult School 33461 Lodge Rd. Tollhouse, CA 93667 http://www.sierra.k12.ca.us	✔				
Yosemite Adult School 50200 Road 427 Oakhurst, CA 93644 http://www.yosemiteusd.com/EOP	✔		✔		
Carpenters Training Committee for Northern California 1360 N. Hulbert Avenue Fresno, CA 93728 http://www.ctcnc.org					✔
Central Valley Regional Center 4615 N. Marty Fresno, CA 93722 http://www.cvrc.org			✔	✔	
Fresno County DSS 3151 North Millbrook Avenue Fresno, CA 93703 http://www.co.fresno.ca.us	✔			✔	
Fresno County Jail 1225 M Street Fresno, CA 93721 https://www.fresnosheriff.org/jail/inmate-programs.html	✔	✔	✔		
Fresno Public Library 2420 Mariposa Street Fresno, CA 93721 http://fresnolibrary.org/literacy	✔				

State Center Adult Education Consortium

Connect • Collaborate • Create

Organization	PROGRAM AREA Basic Skills 1	ESL 2	AWD 3	CTE 4	Apprenticeships 5
Learn2Earn 3302 N. Blackstone Ave. Suite 225 Fresno, CA 93726 http://learn2earnfresno.org				✔	
Proteus Inc. 3454 E. Date Ave. Fresno, CA 93725 1849 Academy Street Sanger, CA 93657 3706 McCall Avenue, Ste.107 Selma, CA 93662 1680 E. Manning Avenue Reedley, CA 93654 437 S. Madera Ave. Kerman, CA 93630 http://www.proteusinc.org				✔	
SER for Jobs 255 North Fulton Street Fresno, CA 93701 http://www.careeronestop.org/ExploreCareers		✔			

Program Area Descriptions	
1- Elementary Basic Skills	Including classes required for a high school diploma or high school equivalency certificate, GED, Remediation, and adult basic skills
2- Classes and Courses for Immigrants	ESL and classes and courses for immigrants elegile for educational services in citizenship and workforce preparation
3- Adults with Disabilities	Education programs for adults with disabilities (refers to training, not support services)
4- Short Term CTE	Short-term vocational programs with high employment potential consist of a course of study, or an organized sequence of courses leading to a vocational/career technical objective, certificate or award that is directly related to employment not resulting in a degree.
5-Programs for Apprentices	Apprenticeship programs



APPENDIX **B**

List of Participating Organizations

STATE CENTER
ADULT EDUCATION CONSORTIUM

PARTICIPATING AGENCIES

Academic Senate for California Community Colleges	Fresno Pacific University
All Youth One System	Fresno Regional Workforce Investment Board
CA High Speed Rail Authority	Fresno Regional Occupational Program
California State University, Fresno	Fresno Unified School District
Career Pillar	Geekwise Academy
Carpenters Training Committee for Northern CA	Golden Valley Adult School
Caruthers Adult School	Golden Valley School District
Caruthers Unified School District	Herbert Hoover High School
Central California Educational Opportunity Center	James Hendricks and Assoc., Inc.
Central Unified Adult Education	Kaplan College
Central Valley Immigrant Integration Collaborative	Kerman High School
Central Valley Regional Center	Kings Canyon Adult School
City of Fresno	Learn2Earn
CLC Partnership	Madera Adult School
Clovis Adult School	Madera Unified School District
Clovis Community College Center	Madera Workforce Connection
Clovis Unified School District	Mariposa County Unified School District
County of Fresno Dept of Social Services	Mendota Unified School District
Crossroads Charter	National University
CSU - Fresno State	Operating Engineers JAC
Cutler-Orosi Joint Unified School District	Plumbers Pipefitters & HVACR service Technician
Delphinidae LLC	PPG Industries, Inc
Department of Corrections-Madera Adult School	Proteus, Inc. - William M Maguy School of Education
Department of Industrial Relations, Division of Apprenticeships	Radio Bilingue, Inc.
Department of Rehabilitation	Reading and Beyond
Department of Social Services	Reedley College
Dept. of Industrial Relations	Reedley College - Madera Center
Deputy Sector Navigator - Manufacturing	Reedley College - Oakhurst Center
Deputy Sector Navigator - Agriculture, Water & Environment	Riverdale Unified School District
Deputy Sector Navigator - Fresno City College	Sanger Adult School
Deputy Sector Navigator - COS	State Center Community College District
Dinuba Adult School	Selma Adult School - Heartland Alternative Ed
Division of Apprenticeship Standards (DAS)	SER Jobs for Progress, Inc.
Employment Development Department	Sierra Unified School District
Firebaugh-Las Deltas Adult School	State Center Adult Education Consortium
Fowler Unified School District	State Center Community College District
Fresno Adult School	The JKS Group
Fresno City College	Tulare County Office of Education
Fresno County Dept. of Social Services	University of California, Agriculture and Natural
Fresno County Jail	Valley ROP
Fresno County Library	Washington Unified School District
Fresno County Office of Education	West Hills Community College
Fresno County Public Library	WestMed College Fresno
Fresno County Special Education Local Plan	Yosemite Adult School
Fresno Economic Opportunities Commision	Yosemite Unified School District
Fresno Metro Ministry	

APPENDIX **C**
Regional Economic Profile

STATE CENTER
ADULT EDUCATION CONSORTIUM

Regional Economic Profile and Business Survey Results

Conducted for the State Center Adult Education Consortium

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EXECUTIVE SUMMARY

The State Center Adult Education Consortium commissioned BW Research Partnership, Inc. to provide research to support the AB 86 adult education planning effort. BW Research focused its efforts on developing a demographic profile of Fresno and Madera Counties and better understanding employer needs and the regional labor market, particularly in the context of opportunities for adult education, employment and economic self-sufficiency. This report details the initial findings of the demographic analysis of Fresno and Madera County and an employer survey research effort in the 2 county region.

As part of the analysis, BW Research completed 150 employer surveys in Fresno and Madera Counties. The businesses that participated in the telephone surveys were categorized by size and industry to ensure a diverse sample among both dimensions. The margin of error for the following survey results is +/- 7.9% for those questions answered by all 150 participants, representing Fresno and Madera County businesses.

Key Findings & Conclusions

The following key findings and conclusions are based upon the employer survey and analysis provided by BW Research for the State Center Adult Educational Consortium;

1. **Communication skills are critical:** More than 436,900 individuals, from Fresno & Madera Counties, spoke a language other than English at home, of which 44 percent spoke English less than "very well". Additionally, just under three quarters (73.4%) of regional employers said the ability to speak and communicate with customers and colleagues was extremely important and more than half of them (52.9%) indicated that their job applicants or recently hired workers were often or sometimes deficient in this area. In regards to adult education, there are two recommendations that are highlighted:

    - Adult education courses should emphasize communication skills, both written and spoken, across the curriculum.

    - Classes and courses for immigrants should focus on developing English language skills in the workplace, including writing and speaking skills.

2. **There is a surplus of awards for healthcare occupations:** The healthcare industry is the largest employer in the region (using traditional 2-digit NAICS) for jobs that require some college, an associate's degree, or a postsecondary non-degree award. Additionally, six of the top 15 occupations by annual job openings are healthcare occupations, including Registered Nurses, Nursing Assistants, Medical Assistants, Licensed

Practical and Vocational Nurses, Psychiatric Technicians, and Dental Assistants. However, there is a surplus of regional award completions in all six of these occupations, and there is not a need, at this time, to expand the capacity for educating and training in these occupations, unless you plan to export these individuals to other regions. These healthcare occupations should be monitored in the future, as a large proportion of baby boomers, could retire from healthcare in the next two to three years and change the current analysis of surplus awards.

3. **Technical training in information and communications technologies (ICT) or management occupations is suggested**: More than half of regional employers (53.9%) reported having some or great difficulty finding qualified job applicants for occupations that required less than a 4-year college degree. Some of the key skills that employers indicated were important among current applicants and new hires, for those positions that require less than a 4-year college degree as their expected level of education include;

    - At least one year of industry related work experience
    - Ability to write and document complex information
    - Technical training and expertise specific to the position they are applying for

    These results demonstrate the important role Career and Technical Education (CTE) programs can play in the region and highlight the technical programs that are needed based on the occupational profile of the region.

4. **Enhancing student's skills in all program areas is needed:** Of the eight evaluated training, education, skills and experience attributes, the ones that were above average in deficiency included;

    - Ability to speak and communicate with customers and colleagues
    - Ability to write and document complex information
    - Ability to use technology and learn new technology tools and applications
    - Ability to work with others and contribute as part of a team

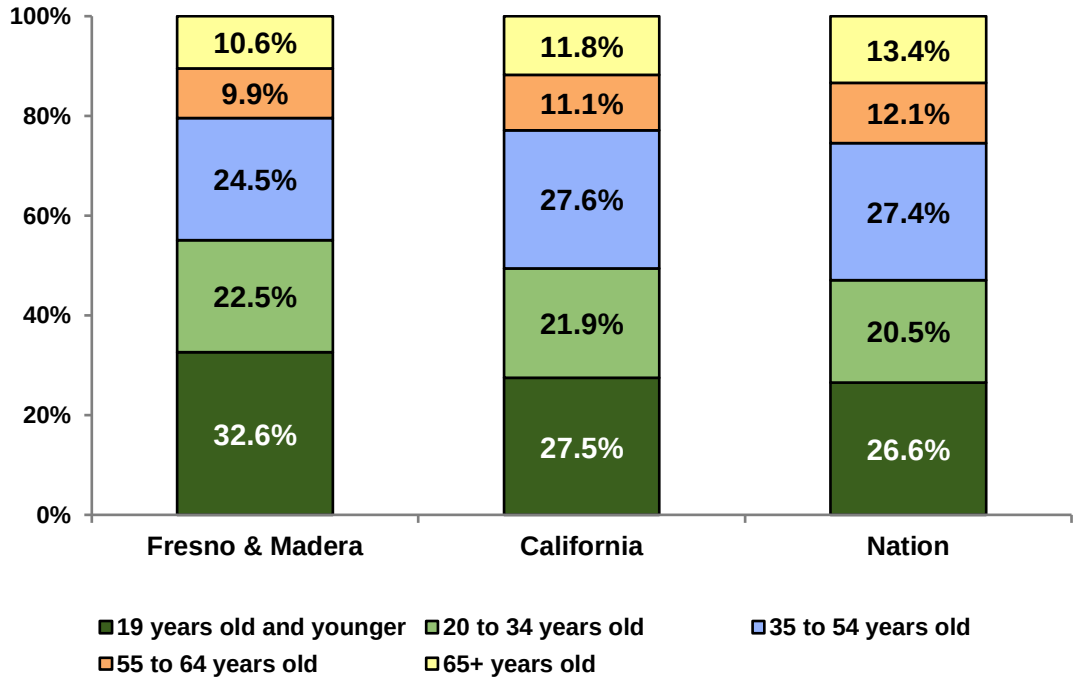
    These deficiencies that were above average did not pertain to experience, training, or degrees. It is recommended that theses deficient skills be incorporated into all adult education program areas, better preparing students for expanded employment opportunities.

REGIONAL DEMOGRAPHIC PROFILE

Fresno County is home to approximately 939,600 people and Madera County accounts for about 151,400 residents. The region has experienced a six percent growth in population since 2008, a similar rate to the growth in all of California. The following section highlights the different demographic characteristics of the Fresno and Madera County region.

The figure below displays the proportional composition of the region's population by age. Over half (55%) of the region's inhabitants were 34 years of age or younger in 2013. This is larger than the proportion of those that are 34 years of age and younger in California (50%) and for the nation as a whole (47%).

Figure 1: Age (2013)[1]



[1] American Community Survey (ACS) 2013 five year estimates

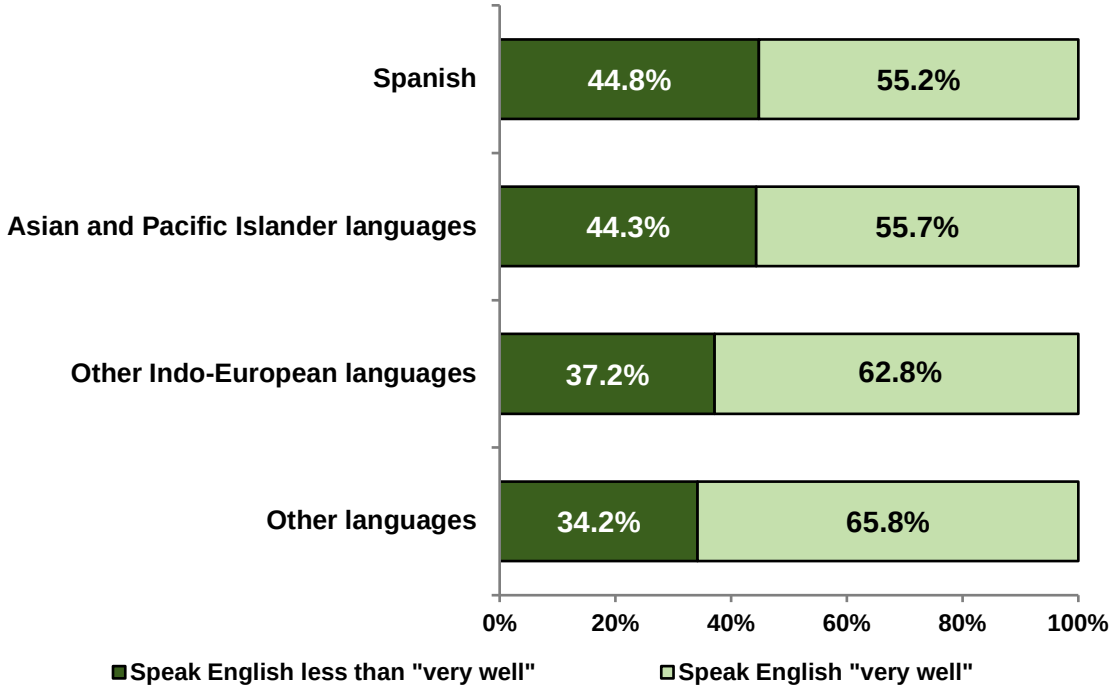
Approximately 245,697 people living in Fresno and Madera in 2013 were born outside the United States (foreign born). Furthermore, more than 436,958 individuals spoke a language other than English at home, of which 44 percent spoke English less than "very well".

Those who spoke English less than "very well" were:

- 153,616 Spanish speakers
- 25,299 Asian and Pacific Islander language speakers
- 11,519 other Indo-European language speakers
- 1,903 other language speakers

Spanish is the most widely utilized language other than English, with approximately 343,266 residents in 2013 that spoke the language at home (either exclusively or mixed with English or another language).

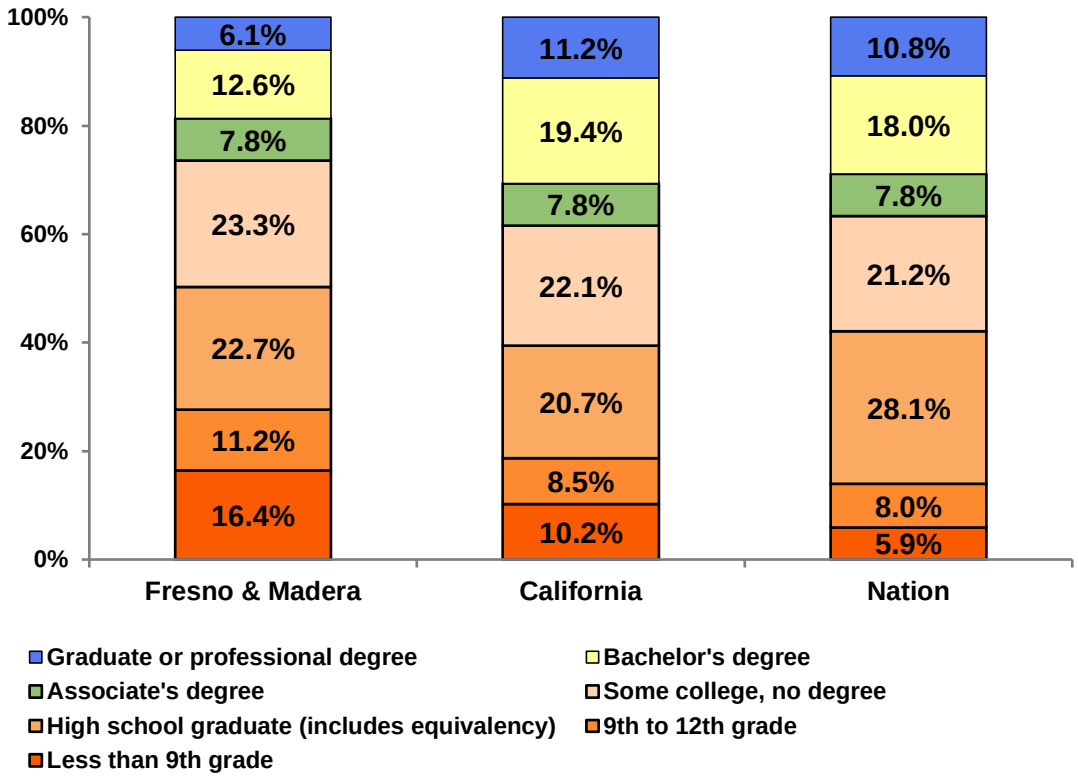
Figure 2: Language Other than English Spoken at Home (2013)[2]



[2] American Community Survey (ACS) 2013 five year estimates

Twenty-seven percent of residents 25 years or older in Fresno and Madera Counties (171,108 residents) had completed at least an associate's degree or more in 2013, compared to 38 percent in California overall. Nineteen percent (121,142 residents) possessed a bachelor's degree or a graduate or professional degree, compared to 31 percent in California. Meanwhile, 28 percent of residents 25 years or older (178,273 residents) had completed less than a high school degree or its equivalent, compared to 19 percent in California in 2013.

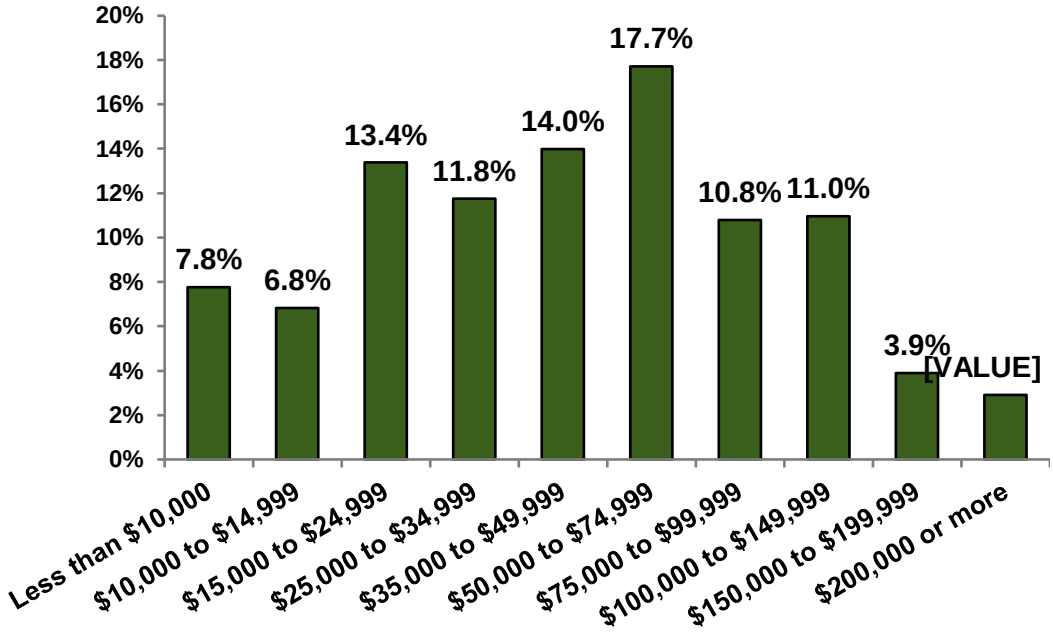
Figure 3: Educational Attainment (2013)[3]



[3] American Community Survey (ACS) 2013 five year estimates

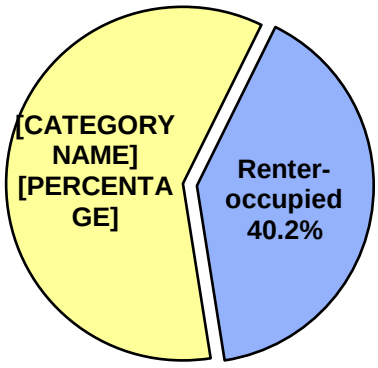
In 2013, the median household income for residents in Fresno County was $45,563 and $45,625 for residents in Madera County. This compares to $61,094 for California and $53,046 for the United States as a whole. The proportion of people whose income in the past 12 months was below the poverty level in 2013 was 26 percent in Fresno County and 23 percent in Madera County. This compares to 16 percent in California and 15 percent in the United States.

Figure 4: Income and Benefits (in 2013 Inflation-Adjusted Dollars) [4]



A majority (60%) of the region's housing was owner-occupied in 2013, while 40 percent of all housing was renter occupied.

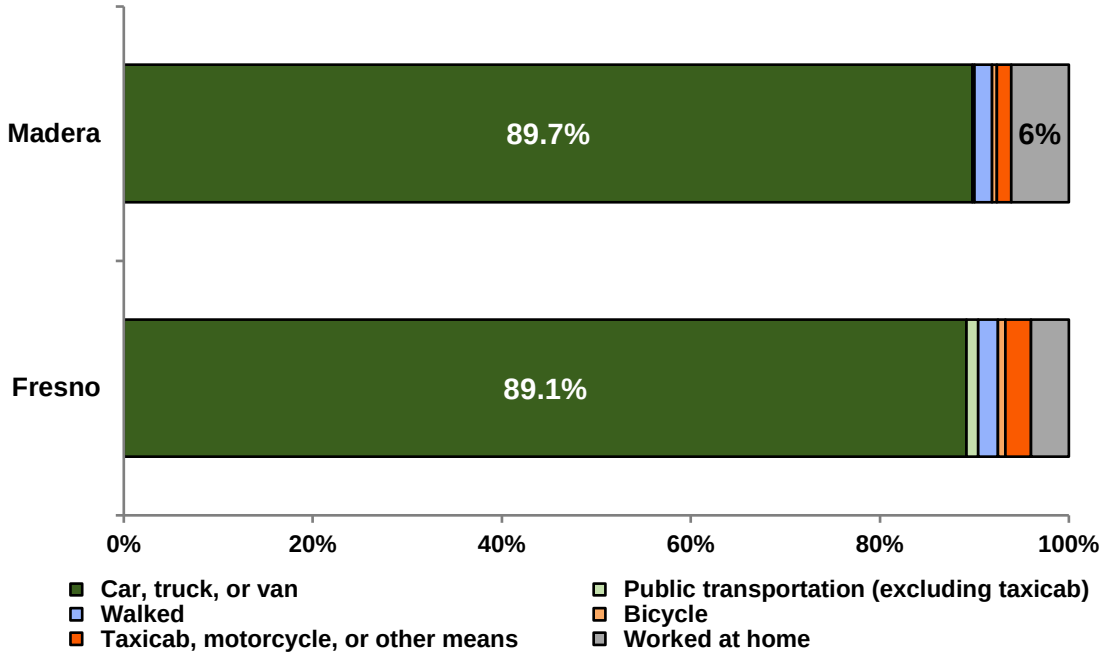
Figure 5: Housing Tenure (2013) [5]



[4] American Community Survey (ACS) 2013 five year estimates
[5] American Community Survey (ACS) 2013 five year estimates

A majority of residents in Fresno and Madera Counties used a car, truck or van as a means of transportation to work in 2013, while less than 11 percent used public transportation, walked, used a taxicab, motorcycle, or other means, or worked at home.

Figure 6: Means of Transportation to Work (2013) [6]



[6] American Community Survey (ACS) 2013 five year estimates

REGIONAL EMPLOYER PROFILE[7]

In 2014, there were approximately 63,795 jobs in Fresno, Madera, Kings and Tulare Counties that required some college, an associate's degree, or a postsecondary non-degree award. These jobs were highlighted because of their relevance to adult education providers. From 2008 to 2014, job growth for this cohort was eight percent, or an additional 4,575 jobs. Including replacement jobs, the total average annual openings for occupations that required some college, associate's degrees or postsecondary non-degree awards was approximately 2,806 jobs from 2008 to 2014 for the four-county region.

The proportion of jobs that had lower education requirements (72.6%) was larger in the four county region when compared to California (66.0%). The percentage of jobs that had medium education requirements was the same as California (10.4%), and the proportion of jobs that had high education requirements was lower than the figure for California overall (23.6%).

Table 1: Job Growth by Education Level

Education Level	2014	Proportion of Jobs
High: Bachelors, masters, doctoral or professional degree	**105,170**	**17.1%**
Medium: Associates degree, postsecondary non-degree award, or some college, no degree	**63,795**	**10.4%**
Low: High school diploma or equivalent, or less than high school	**447,204**	**72.6%**

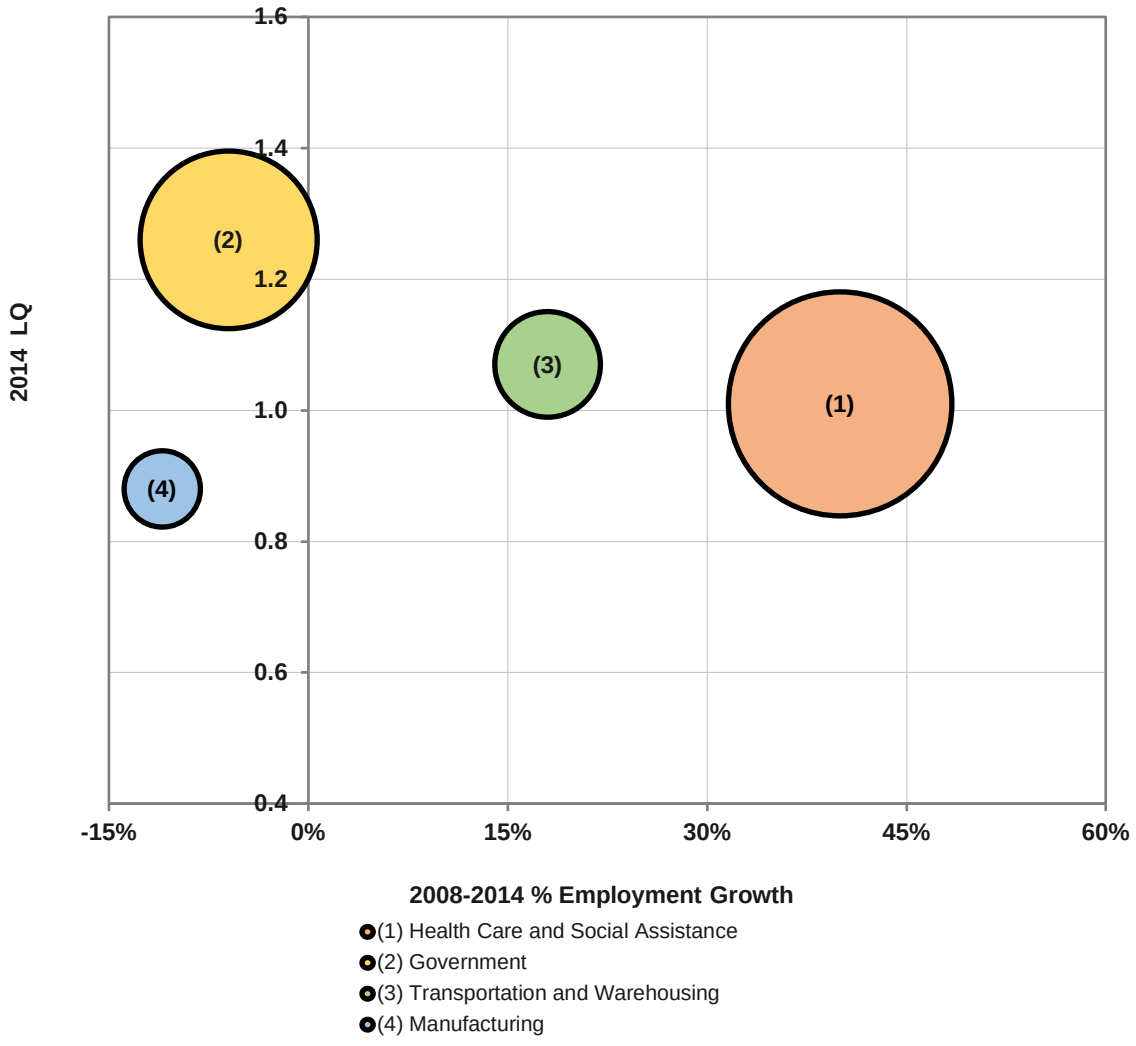
[7] All data included in the employer and occupational analysis is from EMSI's 2014.3 QCEW and non-QCEW datasets.

The largest employers in the region (using traditional 2-digit NAICS) for these jobs include;

- **Health Care and Social Assistance** (25,818 jobs in 2014, 40.5% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which General Medical and Surgical Hospitals (8,437 jobs in 2014), Offices of Physicians (3,925 jobs in 2014) and Nursing Care Facilities (Skilled Nursing Facilities) (3,376 jobs in 2014) make up the majority of total employment in the broader industry.
- **Government** (16,184 jobs in 2014, 25.4% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which Education (Local Government) (6,947 jobs in 2014), Local Government, Excluding Education and Hospitals (2,980 jobs in 2014), and Hospitals (Local Government) (2,456 total jobs in 2014) represent the majority of employment within the wider industry.
- **Transportation and Warehousing** (5,792 jobs in 2014, 9.1% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which General Freight Trucking, Long Distance (1,594 jobs in 2014), Specialized Freight (except Used Goods) Trucking, Local (1,460 jobs in 2014), and General Freight Trucking, Local (1,327 jobs in 2014) account for the majority of total jobs in the broader industry.
- **Manufacturing** (2,985 jobs in 2014, 4.7% of all regional employment for jobs that require some college, an associate's degree or a postsecondary non-degree award), for which Dairy Product (except Frozen) Manufacturing (445 jobs in 2014), Animal Slaughtering and Processing (280 jobs in 2014), and Fruit and Vegetable Canning, Pickling, and Drying (201 jobs in 2014) represent nearly a third of overall employment in the broader industry.

The figure below offers an illustration of the aforementioned industries by relative employment size (size of the sphere – employment for occupations that require some college, an associate's degree, or postsecondary non-degree award), state location quotient (LQ)[8], and growth from 2008 to 2014. Health Care and Social Assistance experienced the highest growth at 40 percent, while Transportation and Warehousing grew by eighteen percent. Government employment declined from 2008 to 2014 (-6%) and Manufacturing declined by 11 percent. In 2014, all industries except for Manufacturing had slightly higher employment concentration in comparison to California's economy.

Figure 7: Key Industries by Concentration and Employment Growth from 2008 to 2014



[8] A location quotient (LQ) of 1.0 indicates that a region has the average employment for a given industry cluster in comparison to the State economy. An LQ of 2.0 indicates the region has twice the average employment for a given industry cluster in comparison to the State economy.

REGIONAL OCCUPATIONAL OPENINGS

In the four-county region, Registered Nurses and Heavy and Tractor-Trailer Truck Drivers each accounted for 15 percent of all annual openings for jobs that require some college, an associate's degree, or a postsecondary non-degree award. Teacher Assistants (248 annual openings), Nursing Assistants (223 annual openings), and Medical Assistants (219 annual openings) accounted for a quarter of all annual openings. Nearly three-quarters (73.3%) of the occupations in Table 2 had a typical education requirement of a postsecondary non-degree award.

Table 2: Top 15 Occupations by Annual Openings (2013)

Occupation	2013 Jobs	Annual Openings	Regional Completions (2013)	Median Hourly Earnings	Education Level
Registered Nurses	10,005	426	1,177	$37.25	Associate's degree
Heavy and Tractor-Trailer Truck Drivers	9,184	411	343	$17.05	Postsecondary non-degree award
Teacher Assistants	7,026	248	18	$13.49	Some college, no degree
Nursing Assistants	4,603	223	253	$11.57	Postsecondary non-degree award
Medical Assistants	3,857	219	2,594	$13.66	Postsecondary non-degree award
Licensed Practical and Licensed Vocational Nurses	2,524	140	458	$22.85	Postsecondary non-degree award
Preschool Teachers, Except Special Education	2,094	115	241	$12.97	Associate's degree
Psychiatric Technicians	1,308	78	334	$26.13	Postsecondary non-degree award
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,025	59	389	$19.57	Postsecondary non-degree award
Computer User Support Specialists	1,257	55	182	$22.52	Some college, no degree
Dental Assistants	1,558	54	585	$15.22	Postsecondary non-degree award
Telecommunications Equipment Installers and Repairers, Except Line Installers	619	51	0	$29.00	Postsecondary non-degree award
Aircraft Mechanics and Service Technicians	627	51	140	$24.29	Postsecondary non-degree award
First-Line Supervisors of Production and Operating Workers	2,119	49	0	$24.88	Postsecondary non-degree award
Library Technicians	656	43	21	$17.31	Postsecondary non-degree award

Training Gap & Surplus

This section highlights the top five occupations by annual openings in the four-county region and identifies associated training completions at educational institutions and training providers within the region. The remaining occupations and their associated educational programs are analyzed by the gap or surplus in training that existed in 2013.

Registered Nurses

California State University-Fresno had 384 bachelor's degree completions and 48 master's degree completions. College of the Sequoias had 124 associate's degree completions, Fresno City College had 367 associate's degree completions, and Porterville College had 18 associate's degree completions. Fresno Pacific University had 33 bachelor's degree completions and the University of Phoenix-Central Valley Campus had 12 bachelor's degree completions. Reedley College had 17 associate's degree completions and five awards of less than one academic year. San Joaquin Valley College-Visalia had 71 associate's degree completions and one award of at least one but less than two academic years. West Hills College-Coalinga had 12 associate's degree completions, and West Hills College-Lemoore had 85 associate's degree completions. Registered Nurses were produced at a surplus in the region in 2013 with 426 annual openings and 1,177 completions.

Heavy and Tractor-Trailer Truck Drivers

Advanced Career Institute had 343 awards of less than one academic year earned in 2013. There was a deficit among total completions for Heavy and Tractor-Trailer Truck Drivers with 411 annual openings and 343 completions.

Teacher Assistants

There were eight associate's degrees and 10 awards of less than one academic year received at Fresno City College in 2013. There was a deficit among total occupational awards for Teacher Assistants with 248 annual openings and 18 completions.

Nursing Assistants

There were 228 bachelor's degrees earned at California State University-Fresno, 11 master's degrees earned at California State University-Fresno, and 14 awards of less than one academic year earned at College of the Sequoias. Nursing Assistants were produced at a surplus in 2013 with 253 total completions and 223 annual openings.

Medical Assistants

There were 613 associates degrees earned at the following institutions: Fresno City College (13), Heald College- Fresno (185), San Joaquin Valley College-Fresno (174), San Joaquin Valley College-Visalia (186), West Hills College-Coalinga (12), and West Hills College-Lemoore (43).

There were 1,461 awards of at least one but less than two academic years earned at the following institutions: Clovis Adult Education (21), Fresno City College (3), Heald College-Fresno (13), Institute of Technology Inc. (524), Kaplan College-Fresno (216), San Joaquin Valley College-Fresno (23), San Joaquin Valley College-Visalia (303), and UEI College-Fresno (358).

There were 281 awards of less than one academic year earned at the following institutions: Clovis Adult Education (33), Fresno City College (14), Milan Institute-Clovis (27), Milan Institute-Visalia (165), and Reedley College (42).

There were also 228 bachelor's degrees and 11 master's degrees earned at California State University-Fresno.

Medical Assistants were produced at a surplus in 2013 with 2,594 total completions and 219 annual openings.

Additional Surplus Occupations

Within the region, the following additional occupations exist in surplus to openings among occupational categories that require some college, an associate's degree, or postsecondary non-degree award (of the top 15 occupations by annual openings).

- **Licensed Practical and Licensed Vocational Nurses** – 140 annual openings and 458 regional completions in 2013.
- **Preschool Teachers, Except Special Education** – 115 annual openings and 241 regional completions in 2013.
- **Psychiatric Technicians** – 78 annual openings and 334 regional completions in 2013.
- **Heating, Air Conditioning, and Refrigeration Mechanics and Installers** – 59 annual openings and 389 regional completions in 2013.
- **Computer User Support Specialists** – 55 annual openings and 182 regional completions in 2013.
- **Dental Assistants** – 54 annual openings and 585 regional completions in 2013.
- **Aircraft Mechanics and Service Technicians** – 51 annual openings and 140 regional completions in 2013.

Additional Gap Occupations

Within the region, the following additional occupations exist in deficit in training for openings among occupational categories that require some college, an associate's degree, or postsecondary non-degree award (of the top 15 occupations by annual openings).

- **Telecommunications Equipment Installers and Repairers, Except Line Installers** – 51 annual openings and 0 regional completions in 2013.
- **Library Technicians** – 43 annual openings and 21 regional completions in 2013.

One of the occupations with a deficit in training included in Table 2 had no educational completions due to the non-existence of related program types in the region.

- **First-Line Supervisors of Production and Operating Workers** – 49 annual openings in 2013.

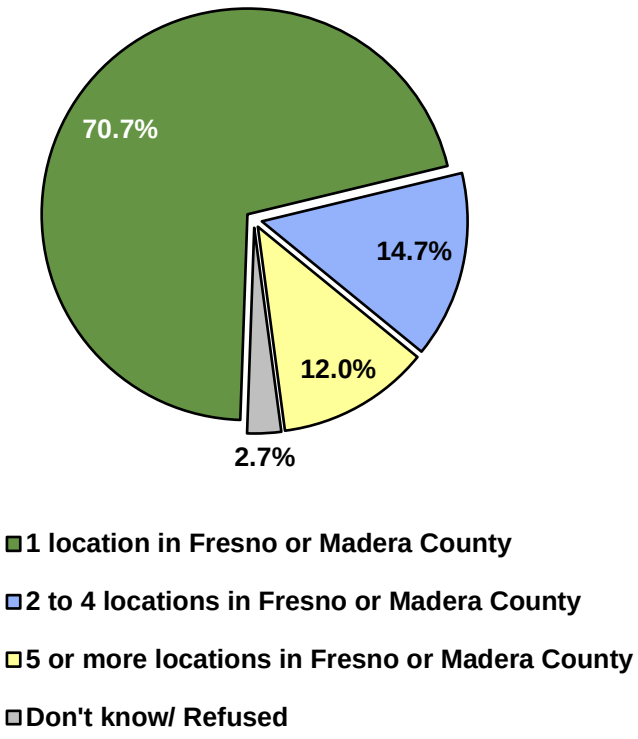
BUSINESS SURVEY RESULTS

The State Center Educational Consortium commissioned BW Research Partnership, Inc. to develop a profile of regional businesses to better understand adult education needs within the region. As part of the research, 150 businesses in Fresno and Madera Counties completed a survey.

BUSINESS PROFILE

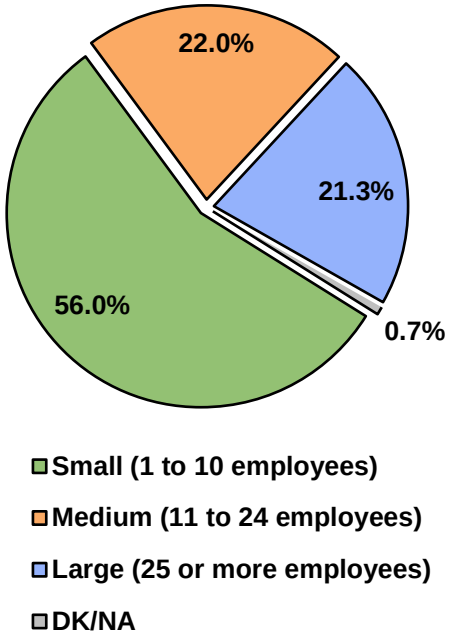
A majority of businesses surveyed (71%) indicated they have one business location in Fresno or Madera County, while 15 percent have two to four locations and 12 percent have five or more locations in the counties.

Figure 8: Business Locations in Fresno or Madera County



More than three-quarters of businesses (78%) employ less than 25 full-time and part-time employees at their location. For this study[9], small businesses were considered 1 to 10 employees (56% of respondents), medium sized businesses were considered 11 to 24 employees (22% of respondents), and large businesses were considered 25 or more employees (21% of respondents).

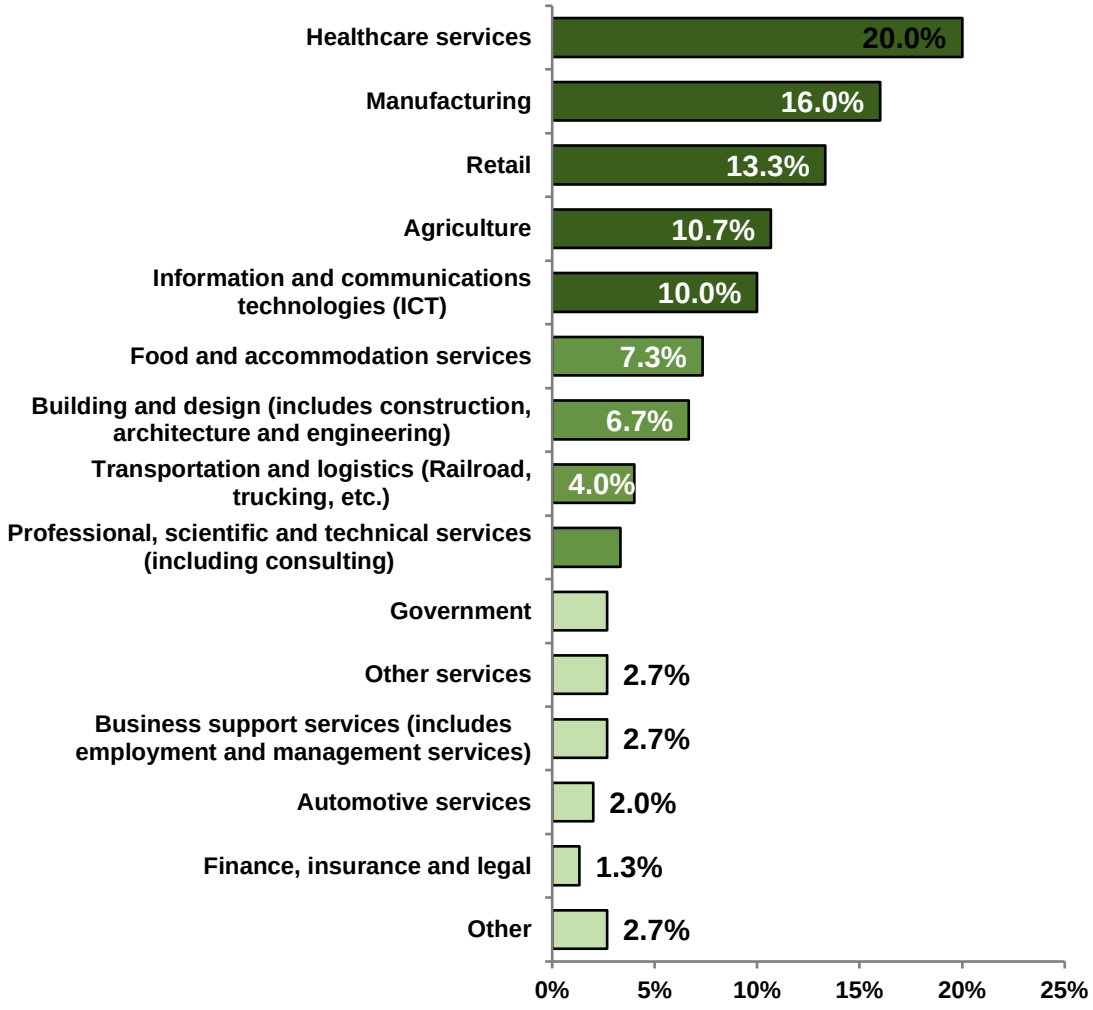
Figure 9: Permanent and Temporary Employees



[9] It should be noted that self-employed individuals or firms with 0 employees, were not included in the sample.

Business respondents were more likely to identify with healthcare services, manufacturing, and retail industries while fewer participants identified with business support services, automotive services, finance, insurance and legal and other industries.

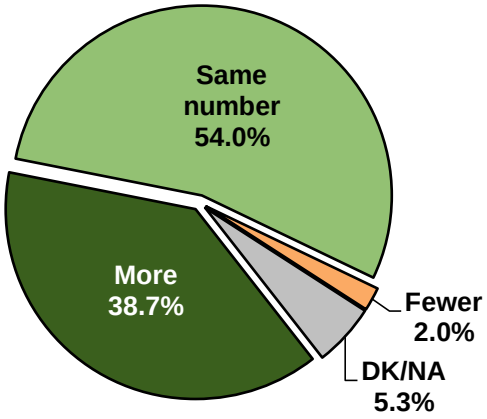
Figure 10: Industries Businesses Most Closely Identified With



HIRING EXPECTATIONS IN THE NEXT YEAR

More than a third (39%) of businesses surveyed expected to add employees over the next 12 months, resulting in an anticipated growth rate of seven percent. Fifty-four percent of firms indicated that employment levels would not change over the next year and two percent said that they expect to have fewer employees by the next year.

Figure 11: Hiring Expectations for the Next 12 Months

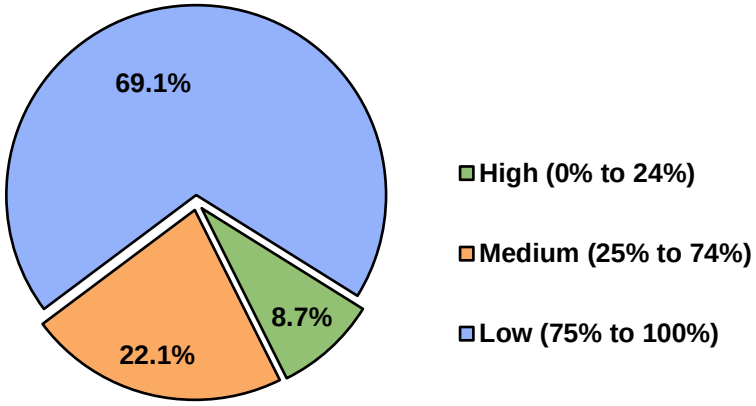


- Employers who had "Great difficulty" finding qualified applicants that require less than a 4-year degree were more likely to report that they expect "More" workers 12 months from now (59%) when compared to employers who have "Little to no difficulty" (31%) or "Some difficulty" (40%).

ENTRY-LEVEL HIRING CHALLENGES AND ASSESSMENT

Businesses were asked how many of their full-time and part-time employees that work at their location typically require less than a 4-year college degree as their expected level of education for employment. The majority of employers indicate lower educational requirements (69%), with 75 to 100 percent of their employees typically possessing less than a 4-year college degree.

Figure 12: Employees that are Required to Have Less than a 4-Year College Degree[10]



- Employers who have difficulty finding qualified applicants that require less than a 4-year degree were more likely to report that 75-100% of their employees require less than a 4-year degree (81% of respondents who answered "Some difficulty" and 76% of respondents who answered "Great difficulty") when compared to employers who have "Little to no difficulty" (65%).
- Employers who are in the retail & food and accommodation services were more likely to report that 75-100% of their employees require less than a 4-year degree (89%) when compared to employers in information and communications technologies industry (79%), manufacturing (77%), building and design & transportation and logistics (69%), healthcare services (57%), and agriculture industry (50%) .

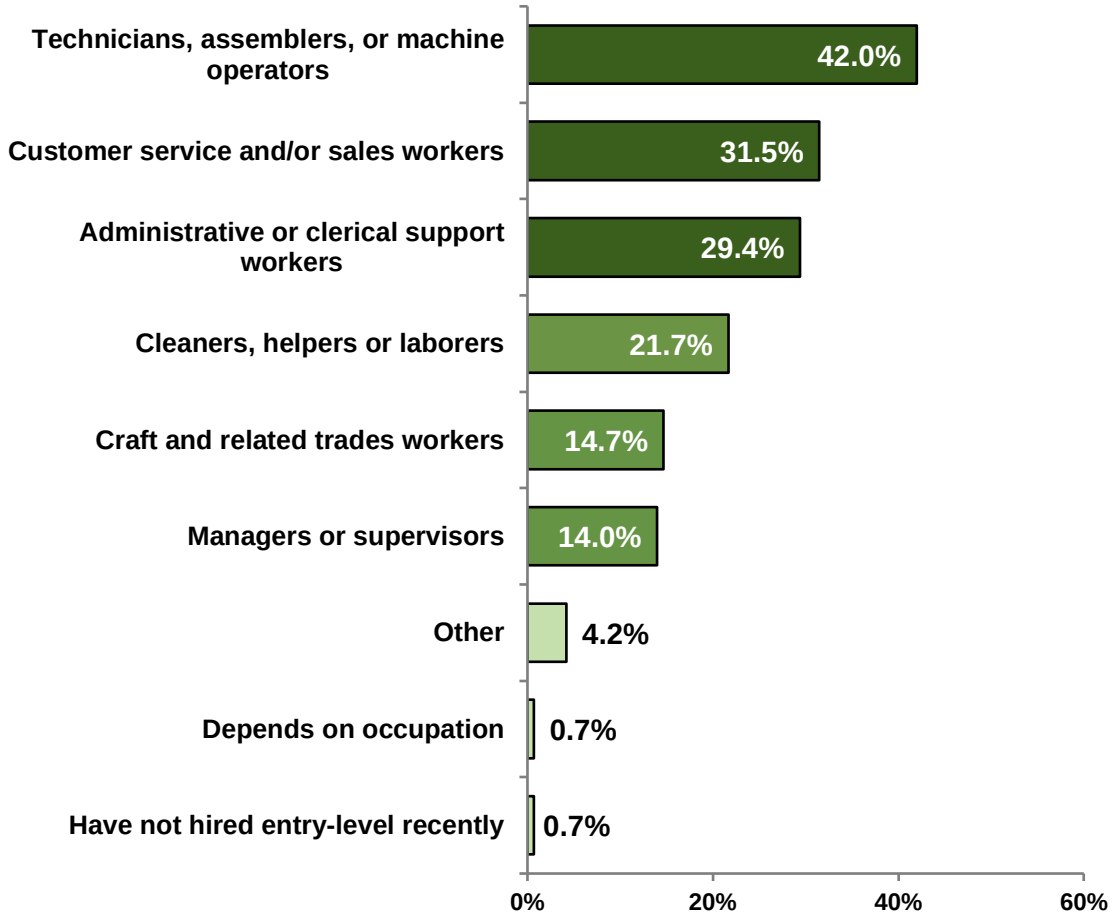
11

[10] DK/NA answers were omitted from this analysis

[11] **Please note for all individual industry cluster survey response analyses throughout this report**: Although the survey sampling plan included a focus on firms in the six industry clusters, the sample sizes within four of the six clusters were less than 25 respondents – which is the minimum for assuming a normal distribution. As such, caution should be utilized when generalizing the results for Manufacturing (n=22), Agriculture (n=16), Information and communications technologies (n=14) and Building and design & transportation and logistics (n=16).

Businesses were asked which primary occupations they employ that typically have less than a 4-year college degree as their expected level of education for employment. Technicians, assemblers, or machine operators, customer service and/or sales workers and administrative or clerical support workers and cleaners were the top three occupations that typically have less than a 4-year college degree as their expected level of education for employment.

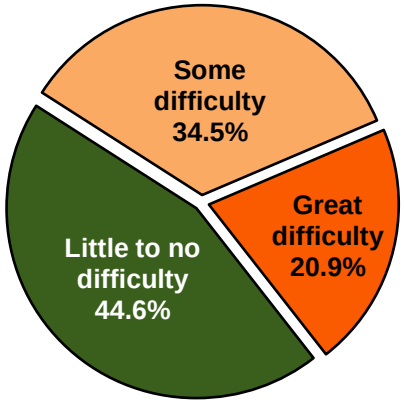
Figure 13: Primary Occupations or Positions that typically Require less than a 4-Year College Degree[12]



[12] Respondents were allowed to identify with more than one occupation, so results add up to more than 100 percent.

Firms that employ workers that require less than a 4-year degree were asked about their difficulty finding qualified applicants who meet the organization's hiring standards. The largest proportion of employers (45%) had little to no difficulty finding qualified applicants that require less than a 4-year degree, while 34 percent had "Some difficulty" and 21 percent had "Great difficulty" finding qualified applicants.

Figure 14: Difficulty Finding Applicants that Require Less than a 4-Year Degree[13]



- Employers in the manufacturing industry were more likely to report "Great difficulty" (45%) when compared to the agriculture industry (27%), building and design & transportation and logistics (21%), healthcare services (19%), retail & food and accommodation services (14%), and information and communications technologies industry (7%).

[13] DK/NA answers were omitted from this analysis

IMPORTANCE OF EDUCATION, EXPERIENCE, TRAINING, OR SKILLS FOR ENTRY-LEVEL APPLICANTS

Employers were asked the importance of education, experience, training or skills when considering candidates for positions at their firm that do not require a 4-year college degree. For those items that an employer identified as “Important” or “Extremely important”, a follow-up question was asked to determine whether recent job candidates or newly hired individuals were deficient in that area.

Figure 16 displays the relationship between the importance of and deficiency in education, experience, training or skills. Items in the upper right hand quadrant indicate high importance and high deficiency while items in the lower left hand quadrant represent low importance and low deficiency.

Of the eight items that were evaluated, those with the higher importance ratings included;

- At least one year of industry related work experience
- Ability to write and document complex information
- Technical training and expertise specific to the position they are applying for

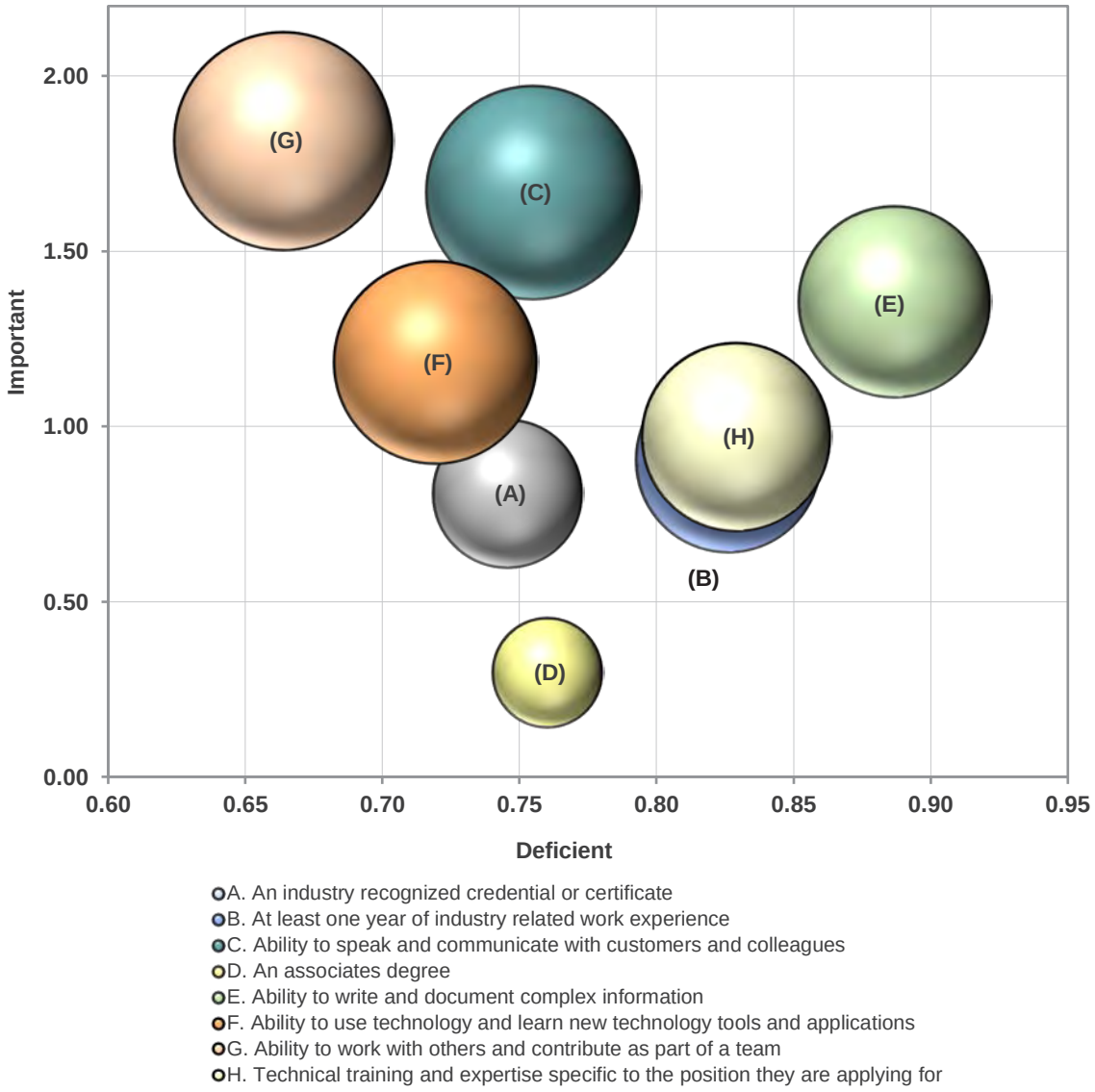
Of the eight items that were evaluated, those with higher deficiency ratings included;

- Ability to speak and communicate with customers and colleagues
- Ability to write and document complex information
- Ability to use technology and learn new technology tools and applications
- Ability to work with others and contribute as part of a team

Of the eight items that were evaluated, the one with the higher combined importance and deficiency rating was;

- Ability to write and document complex information

Figure 15: Importance of and Deficiency in Education, Training, Skills and Experience in Entry-Level Applicants[14]



[14] The size of the sphere represents the amount of employers who answered the item as "Very important" or "Somewhat important".

- Employers who are in the and building and design & transportation and logistics industry were more likely to report that an industry recognized credential or certificate is "Extremely important" (44%) when compared to employers in healthcare services (29%), retail & food and accommodation services (14%), information and communications technologies (14%), agriculture (13%), and manufacturing (0%).

- Employers who had "Great difficulty" finding qualified applicants that require less than a 4-year degree were more likely to report at least one year of industry related work experience is "Extremely important" (35%) when compared to employers who have "Little to no difficulty" (13%) or "Some difficulty" (29%).

- Employers who are in the healthcare industry and information and communications technologies (ICT) industry were more likely to report that at least one year of industry related work experience is "Extremely important" (36% healthcare and 43% ICT) when compared to employers in building and design & transportation and logistics (25%), manufacturing (20%), agriculture (13%), and retail & food and accommodation services (7%).

- Employers who are in the healthcare industry and information and communications technologies (ICT) industry were more likely to report that the ability to speak and communicate with customers is "Extremely important" (96% healthcare and 93% ICT) when compared to employers in retail & food and accommodation services (82%), agriculture (53%), building and design & transportation and logistics (50%) and manufacturing (45%).

- Medium-sized firms were more likely to report that an associate's degree is "Important" (32%) when compared to small firms (18%) and large firms (13%).

- Employers who are in the healthcare industry were more likely to report that the ability to write and document complex information is "Extremely important" (68%) when compared to employers in information and communications technologies (36%), agriculture (33%), retail & food and accommodation services (32%), building and design & transportation and logistics (25%), and manufacturing (25%).

- Employers who had "Great difficulty" finding qualified applicants that require less than a 4-year degree were more likely to report that the ability to work with others and contribute as part of a team is "Extremely important" (90%) when compared to employers who have "Little to no difficulty" (81%) or "Some difficulty" (71%).

- Employers who are in the healthcare industry were more likely to report that the ability to work with others and contribute as part of a team is "Extremely important" (96%) when compared to employers in information and communications technologies (86%), agriculture (80%), retail & food and accommodation services (75%), manufacturing (60%), and building and design & transportation and logistics (56%).

- Large firms were more likely to report that technical training and expertise specific to the position they are applying for is "Extremely important" (47%) when compared to small firms (25%) and medium firms (28%).

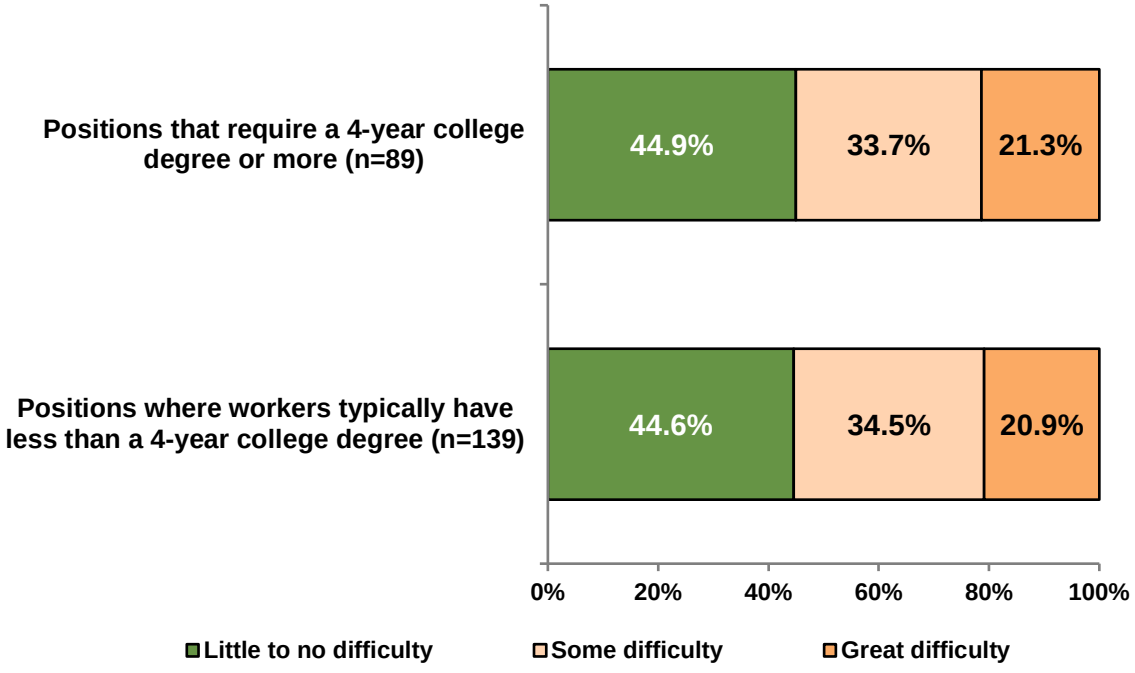
- Employers who are in the building and design & transportation and logistics industry were more likely to report that technical training and expertise specific to the position they are applying for is "Extremely important" (50%) when compared to employers in healthcare (39%), agriculture (27%), information and communications technologies (21%), manufacturing (20%), and retail & food and accommodation services (18%).

NON-ENTRY LEVEL HIRING CHALLENGES AND ASSESSMENT

In addition to being asked the difficulty finding applicants that meet the organization's hiring standards in positions where workers typically have less than a 4-year college degree, employers were asked about their difficulty finding applicants for positions that require a 4-year college degree or more.[15]

Difficulty finding applicants in positions where workers typically have less than a 4-year college degree was very similar with the difficulty of finding applicants in positions that require a 4-year college degree or more.

Figure 16: Difficulty Hiring Applicants[16]

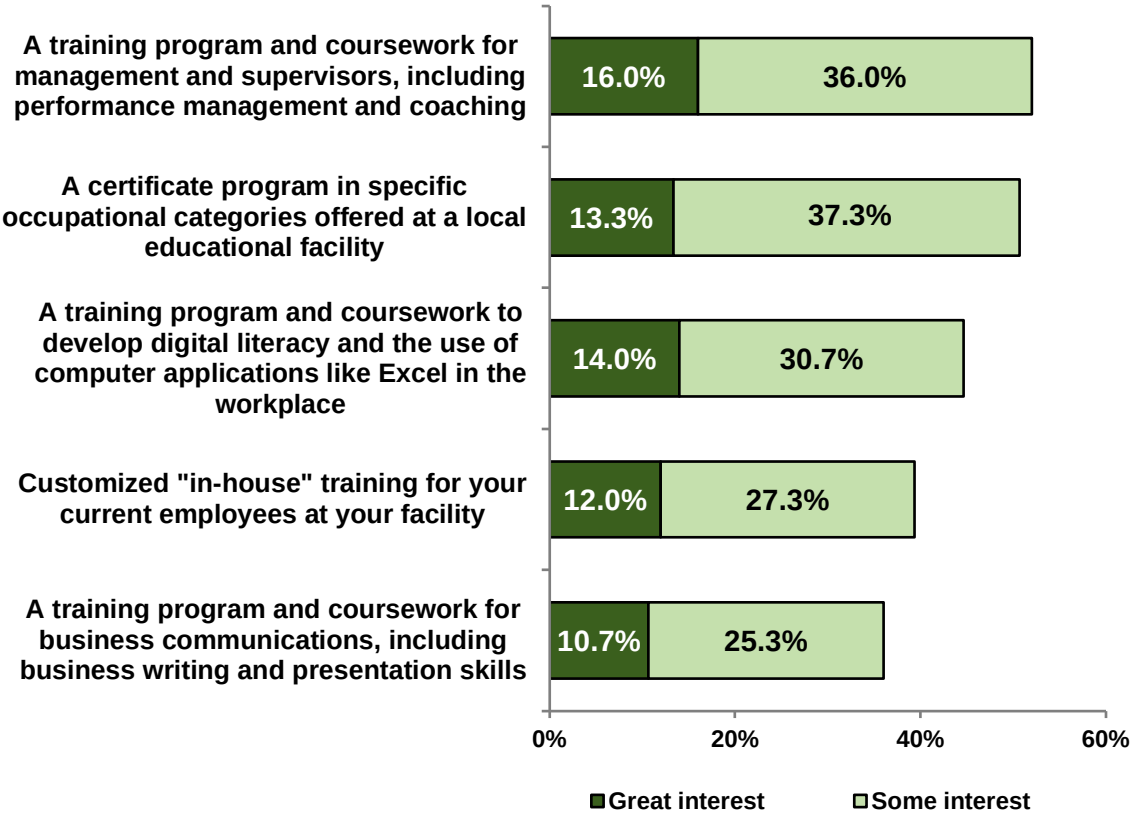


[15] Employers that indicated 100% of their workforce requires less than a 4-year degree were removed.
[16] DK/NA answers were omitted from this analysis

INTEREST IN TRAINING OR EDUCATIONAL PROGRAMS

Surveyed business were presented with potential training and educational programs that could be developed and offered through a community college or local educational facility. More than half of businesses expressed interest ("Some interest" or "Great interest") in two of the five programs: "A training program and coursework for management and supervisors, including performance management and coaching" and "A certificate program in specific occupational categories offered at a local educational facility".

Figure 17: Interest in Potential Training or Educational Programs



- Employers who are in the retail & food and accommodation services industry were more likely to report "Great interest" in customized 'in-house" training for their current employees at their facility (21%) when compared to employers in healthcare services (17%), information and communications technologies (14%), agriculture (13%), building and design & transportation and logistics (6%), and manufacturing (0%).

- Firms that had "Great difficulty" or "Some difficulty" finding qualified applicants that require less than a 4-year degree were more likely to report "Great interest" in a certificate program in specific occupational categories offered at a local educational facility (17% of firms with "Great difficulty" and 19% of firms with "Some difficulty") when compared to firms with "Little to no difficulty" (10%).

- Large firms were more likely to report "Great interest" in a training program and coursework for management and supervisors including performance management and coaching (34%) when compared to small firms (9%) and medium firms (15%).

- Employers who are in the healthcare industry and agriculture industry were more likely to report "Great interest" in a training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace (23% of healthcare firms and 19% of agriculture firms) when compared to employers in retail & food and accommodation services (14%), information and communications technologies (7%), manufacturing (5%), and building and design & transportation and logistics (0%).

APPENDIX A.1: EMPLOYER SURVEY TOPLINES

Adult Education AB 86
Employers (n=150)
January 2015
Version 1.0

Fresno State Center
Employer Survey

Introduction:

Hello, my name is _____. May I please speak to someone involved with planning or staffing at [organization]?

[IF NEITHER A PLANNER OR SOMEONE WITH STAFFING IS AVAILABLE] Can I speak to a decision maker at your location?

Hello, my name is _____ and I'm calling on behalf of the Regional Adult Education Consortium. The Adult Education Consortium needs your input in a short interview that will be used to develop a stronger response to supporting employers in the region.

(If needed): The interview is being conducted by BW Research, an independent research organization, and should take approximately ten minutes of your time.

(If needed): Your individual responses will **not** be published; only aggregate information will be used in the reporting of the survey results.

Screener Questions

A. Are you involved in staffing or hiring decisions at your firm or organization?

100.0%	**Yes**
0.0%	**No [TERMINATE]**
0.0%	**Not sure [TERMINATE]**

B. Does your company or organization have one or more locations in Fresno or Madera County? [IF YES) How many locations?

70.7%	**1 location in Fresno or Madera County**
14.7%	**2 to 4 locations in Fresno or Madera County**
12.0%	**5 or more locations in Fresno or Madera County**
2.7%	**DK/NA**

C. What is the zip code of your current location in Fresno or Madera County?

100.0%	**Enter zip code**
0.0%	**Not in Fresno or Madera County [TERMINATE]**
0.0%	**Not sure [TERMINATE]**

D. Which industry would you most closely identify with? [DO NOT READ, ALLOW MORE THAN ONE RESPONSE] (Multiple Responses Permitted - Percentages May Sum to More than 100%)

20.0%	**Healthcare services**
16.0%	**Manufacturing**
13.3%	**Retail**
10.7%	**Agriculture**
10.0%	**Information and communications technologies (ICT)**
7.3%	**Food and accommodation services**
6.7%	**Building and design (includes construction, architecture and engineering)**
4.0%	**Transportation and logistics (Railroad, trucking, etc.)**
3.3%	**Professional, scientific and technical services (including consulting)**
2.7%	**Business support services (includes employment and management services)**
2.7%	**Other services**
2.7%	**Government**
2.0%	**Automotive services**
1.3%	**Finance, insurance and legal**
2.7%	**Other – *No single category over 1%***

SECTION 1 - Organization-Related Questions

I'd like to begin by asking you a few general questions about your firm and your current employees. For this survey, please only answer for your current business location in Fresno or Madera County. If your firm has other locations, please do not include their data.

1. Including all full-time and part-time employees, how many **permanent and temporary** employees work at your location? (Do not accept 0 as a response for Q1)

24.0%	**1 to 5 employees**
32.0%	**6 to 10 employees**
22.0%	**11 to 24 employees**
11.3%	**25 to 49 employees**
6.0%	**50 to 99 employees**
3.3%	**100 to 249 employees**
0.7%	**250 or more employees**
0.7%	**Don't know/ Refused**

2. If you currently have [TAKE Q1 #] full-time and part-time **permanent and temporary** employees at your location, how many more or fewer employees do you expect to have at your location **12 months** from now?

Breakdown:

38.7%	**More**
2.0%	**Fewer**
54.0%	**(DON'T READ) Same number of employees**
5.3%	**(DON'T READ) Don't know/ Refused**

Expected Employment in 12 months
(Calculated by only examining businesses with both current and projected data)

	Current	12 months
n	**142**	**142**
Mean	**22.08**	**23.58**
Median	**10.00**	**10.50**
Total Employees	**3,136**	**3,349**
Change		**213**
% Growth		**6.8%**

[If amount differs by 10% or more in either direction, ask:]

Just to confirm, you currently have ____ employees and you expect to have _____ (more/fewer) employees, for a total of ____ employees 12 months from now.

SECTION 2 –Hiring Challenges & Assessment

Now, I would like to ask questions about positions at your current location that typically require less than a four-year degree of college.

3. Of the __#Q1__ full-time and part-time employees who work at your location, how many typically require less than a 4-year college degree as their expected level of education for employment?

4.7%	**No employees that require less than a 4-year degree**
4.0%	**1% to 24% of employees require less than a 4-year degree**
10.7%	**25% to 49% of employees require less than a 4-year degree**
11.3%	**50% to 74% of employees require less than a 4-year degree**
68.7%	**75% to 100% of employees require less than a 4-year degree**
0.7%	**Don't know/ Refused**

4. What are the primary occupations or positions that you employ at this location that typically have less than a 4-year college degree as their expected level of education for employment? [DO NOT READ: ACCEPT MULTIPLE RESPONSE, RECORD VERBATIMS]

   (IF NEEDED: For this question, we are just looking for you to identify general occupational categories that you employ at this location, that typically require less than a 4 year college degree) (Multiple Responses Permitted - Percentages May Sum to More than 100%) (n=143)

42.0%	**Technicians, assemblers, or machine operators**
31.5%	**Customer service and/or sales workers**
29.4%	**Administrative or clerical support workers**
21.7%	**Cleaners, helpers or laborers**
14.7%	**Craft and related trades workers**
14.0%	**Managers or supervisors**
4.2%	**Other – *No single category over 1%***
0.7%	**Depends on occupation**
0.7%	**Have not hired entry-level recently**
0.0%	**Don't know/ Refused**

5. Thinking about these ***positions where the workers typically have less than a 4 year college degree,*** that you hire at your location, how much difficulty does your company have finding qualified applicants who meet the organization's hiring standards? (n=143)

43.4%	**Little to no difficulty**
33.6%	**Some difficulty**
20.3%	**Great difficulty**
2.8%	**Don't know/ Refused**

6. Please tell me how important the following items are when considering candidates for positions at your firm that do not require a 4 year college degree: Extremely important, important (IF NEEDED, just important), or not important. (n=143)

RANDOMIZE	Extremely important	Important	Not important	It depends	Don't know/ Refused
A. An industry recognized credential or certificate	**18.2%**	**28.0%**	**51.0%**	**2.1%**	**0.7%**
B. At least one year of industry related work experience	**22.4%**	**48.3%**	**26.6%**	**2.1%**	**0.7%**
C. Ability to speak and communicate with customers and colleagues	**73.4%**	**21.7%**	**4.9%**	**0.0%**	**0.0%**
D. An associates degree	**4.2%**	**21.0%**	**71.3%**	**3.5%**	**0.0%**
E. Ability to write and document complex information	**38.5%**	**37.8%**	**21.0%**	**2.8%**	**0.0%**
F. Ability to use technology and learn new technology tools and applications	**47.6%**	**38.5%**	**11.2%**	**2.8%**	**0.0%**
G. Ability to work with others and contribute as part of a team	**78.3%**	**21.0%**	**0.7%**	**0.0%**	**0.0%**
H. Technical training and expertise specific to the position they are applying for	**30.8%**	**43.4%**	**23.8%**	**2.1%**	**0.0%**

[ONLY ASK IF Q6 = "Extremely important" OR "Important" FOR EACH ITEM]

7. Now, thinking about those candidates or recently employed workers for positions at your firm that do not require a 4 year college degree, how often are they deficient for each of the following items: often deficient, sometimes deficient, or seldom or never deficient.

RANDOMIZE	Often deficient	Sometimes deficient	Seldom or never deficient	Depends	Don't know/ Refused
A. An industry recognized credential or certificate (n=66)	**18.2%**	**39.4%**	**31.8%**	**1.5%**	**9.1%**
B. At least one year of industry related work experience (n=101)	**22.8%**	**37.6%**	**36.6%**	**1.0%**	**2.0%**
C. Ability to speak and communicate with customers and colleagues (n=136)	**15.4%**	**37.5%**	**43.4%**	**0.7%**	**2.9%**
D. An associates degree (n=36)	**22.2%**	**38.9%**	**22.2%**	**8.3%**	**8.3%**
E. Ability to write and document complex information (n=109)	**20.2%**	**42.2%**	**33.9%**	**1.8%**	**1.8%**
F. Ability to use technology and learn new technology tools and applications (n=123)	**15.4%**	**38.2%**	**44.7%**	**0.8%**	**0.8%**
G. Ability to work with others and contribute as part of a team (n=142)	**17.6%**	**31.7%**	**48.6%**	**0.7%**	**1.4%**
H. Technical training and expertise specific to the position they are applying for (n=106)	**25.5%**	**33.0%**	**34.9%**	**2.8%**	**3.8%**

8. Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that typically have less than a 4 year college degree, that we have not already discussed?

Verbatim responses to be provided

SECTION 3 – Non-Entry-Level Hiring Challenges & Assessment

Next, I would like to ask about the other positions at your current location that typically require a 4 year degree or more.

9. Thinking about those ***positions*** at your current location that require a 4 year college degree or more, how much difficulty does your company have finding qualified applicants who meet the organization's hiring standards? (With employers that indicated 100% of their workforce requires less than a 4-year degree removed)

26.7% Little to no difficulty
20.0% Some difficulty
12.7% Great difficulty
40.7% Don't know/ Refused

[IF Q9 = "Some difficulty" OR "Great difficulty) ASK Q10 OTHERWISE SKIP]

10. Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that require a 4 year degree or more?

Verbatim responses to be provided

SECTION 5 – Interest and Support

11. Next I would like to know your organization's level of interest in the following training and education programs that could be developed and offered through a community college or local educational facility.

As I read each possible program, please tell me whether your organization would have no interest, some interest, or great interest in the following workforce development programs.

RANDOMIZE	No interest	Some interest	Great interest	Don't know/ Refused
A. Customized "in-house" training for your current employees at your facility	**58.7%**	**27.3%**	**12.0%**	**2.0%**
B. A certificate program in specific occupational categories offered at a local educational facility	**45.3%**	**37.3%**	**13.3%**	**4.0%**
C. A training program and coursework for management and supervisors, including performance management and coaching	**46.7%**	**36.0%**	**16.0%**	**1.3%**
D. A training program and coursework for business communications, including business writing and presentation skills	**62.0%**	**25.3%**	**10.7%**	**2.0%**
E. A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace	**52.7%**	**30.7%**	**14.0%**	**2.7%**

12. Are there any other areas of training or specific certificates that you would like to see offered at a local training facility which we have not discussed?

Verbatim responses to be provided

13. Lastly, would you be interested in advising the local training provider and Community College decision makers on how to best prepare students to work in today's economy?

    [If yes] we will forward on your contact information to the Fresno State Center Adult Education Consortium and they will contact you. Your contact information will not be used for anything else.

Contact information to be provided

Thank you for completing the survey. Since it sometimes becomes necessary for the project manager to call back and confirm responses to certain questions, I would like to verify your contact information.

A. First and Last Name of Respondent _____

B. Position of Respondent _____

C. Phone of Respondent _____

D. Email of Respondent _____

E. Name of Company _____

F. Company Address (including City) _____

Those are all the questions I have.
Thank you very much for your time.

G. Date of Interview _____

H. Time of Interview _____

I. Name of Interviewer _____

J. County _____

APPENDIX **D**
Pathway Event Findings

STATE CENTER
ADULT EDUCATION CONSORTIUM

State Center Adult Education Consortium Career Pathway Event Notes

Event Overview:

The event was held on January 23rd-24th and included participants from member colleges and school districts. The purpose of the event was to develop pathways for Adult Basic and Secondary Education/Adults with Disabilities, ESL and Classes and Courses for Immigrants, and Career Technical Education/Apprenticeships. The event included an opening plenary session which included a presentation on AB86 planning efforts at the state level, and update on the Governor's budget and an overview of the State Center Adult Education Consortium plan-to- date. Also, Josh Williams with BW Research presented the employer survey data collected as part of the planning process. Below is an agenda of the event:

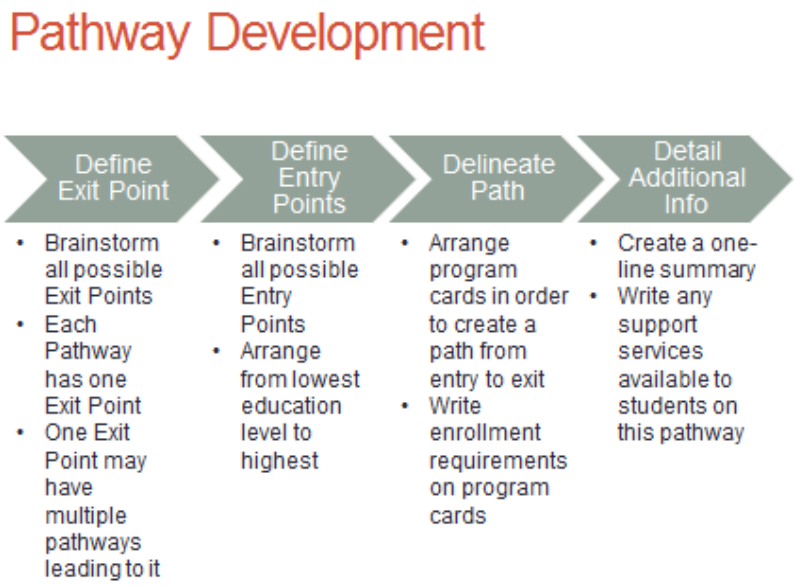
Friday, January 23rd		
1:30 PM	Welcome	Salon 4
1:40 PM	Presentation on Plan to Date	Salon 4
2:00 PM	Presentation on Data	Salon 4
2:40 PM	Overview of Pathway Planning	Salon 4
3:00 PM	Break/Exit to Breakout Rooms	
3:15 PM	Program Area Breakout Sessions • Adult Basic and Secondary Education/Adults with Disabilities • ESL and Classes and Courses for Immigrants • Career and Technical Ed/Apprenticeships	 Salon 6 Salon 7 Salon 8
5:30 PM	Break	
6:00 PM	Dinner	Salon 4
Saturday, January 24th		
7:45 AM	Continental Breakfast	Salon 4
8:15 AM	Meet in Breakout Rooms and Continue Guided Pathway Development • Adult Basic and Secondary Education/Adults with Disabilities • ESL and Classes and Courses for Immigrants • Career and Technical Ed/Apprenticeships	 Salon 6 Salon 7 Salon 8
11:15 AM	Return to Main Room/Break	
11:30 AM	Share Results	Salon 4
12:00 PM	Lunch	Salon 4

Pathway Development Process

In order to develop the pathway, the participants were divided into sessions by program area specialties. Each group was facilitated through the pathway development process. The process required the groups to define entry points, pathways, and exit points:

- Entry Point: The mix of education and skills that determines where a person will be initially placed in the adult education system (education + skills = entry point)
- Path: The series of courses or programs that teach the skills required to perform a job or reach an academic goal (ex. GED, English skills, RN program, etc)
- Exit Point: The acquisition of skills and education commensurate with completion of a training or education program (ex. diploma, certification, job, degree)

The groups were provide with supplies including an inventory of programs and cards with the courses printed on them which they used to arrange the pathways. The steps taken to develop the pathways were as follows:



Pathway Event Report

This event report is a documentation of the discussions in the program area sessions at the event and the pathways developed at the event. Not all educational pathways in the State Center Consortium were mapped due to time constraints, but this process is one the Consortium would to model in the future to complete the pathway mapping process.

Adult Basic and Secondary Education/Adults with Disabilities

The Adult Basic and Secondary Education and Adults with Disabilities session included individuals with expertise in these program areas. Together the group developed five pathways for this program area. The group discussed challenges and recommendations for developing regional pathways. The group's number one recommendation to move forward is to strengthen the connections between organizations and create consistency across levels. They recommend consistency cross Adult Ed schools (statewide as well as within their area, since students frequently move from one district to another) from adult education schools to the community colleges and between Adult Ed schools and the local school districts

Some areas in which they would like to work on creating consistency include:

- Naming courses (There may need to be two levels of naming: Official names that meet state requirements and a descriptive name (in plain English without all the acronyms) that tell students clearly what the course includes.
- Describing content of courses: The people from the community colleges shared that the community colleges across the state have a consistent system of courses offered. As adult schools work to create consistency across their schools, they would also like to make sure that their courses feed seamlessly into the existing community college system.
- Developing level of rigor for classes: adult schools would like to work with community colleges to develop the level of rigor in their courses that will prepare students to enter the community college transfer level classes successfully.
- A copy of graduation requirements for each school district and adult school: Those people who had worked with trying to match credits from the transcript of one school to the requirements of another school expressed frustration with not knowing what the course titles meant and what the courses included. How does a class at one school compare with that at another district?
- Creating a student management system: All students need a "Digital Education Plan" that can follow them from one high school to another, to adult schools, and feed into the community college system. Currently the different management tools do not work with each other.
- Applying accreditation: Whether or not the school issuing a diploma has WASC (Western Association of Schools and Colleges) accreditation has implications for students in the type of financial aid available. Some adult schools had independent WASC accreditation. Some did not. It is possible that the smaller schools could fall under the accreditation of their school district, but no one in the room knew a definite answer.
- Strengthening the transition between adult schools and community colleges: If students leave adult schools without enrolling in community college immediately, too many get lost in the gap. Either the students never enroll or they lose much of what they learned and have to start at a lower (below transfer) level at the community college.
- Providing support services: The biggest needs for support services include childcare, transportation, tutoring help, and financial aid. While some partnering organizations (CalWorks) provide some assistance, the need is greater than what is available.

High School Certificate of Completion

This pathway for a high school certificate of completion is a little different. It's not a goal that students would be encouraged to pursue because there are so many limitations, but there are students--especially within the adults with disabilities strand--that may not be able to pass either the high school exit exam or the high school equivalency (HSE) exam to earn a diploma or HSE certificate. This pathway shows what their options and limitations might be.

One line description: High School Certificate of Completion

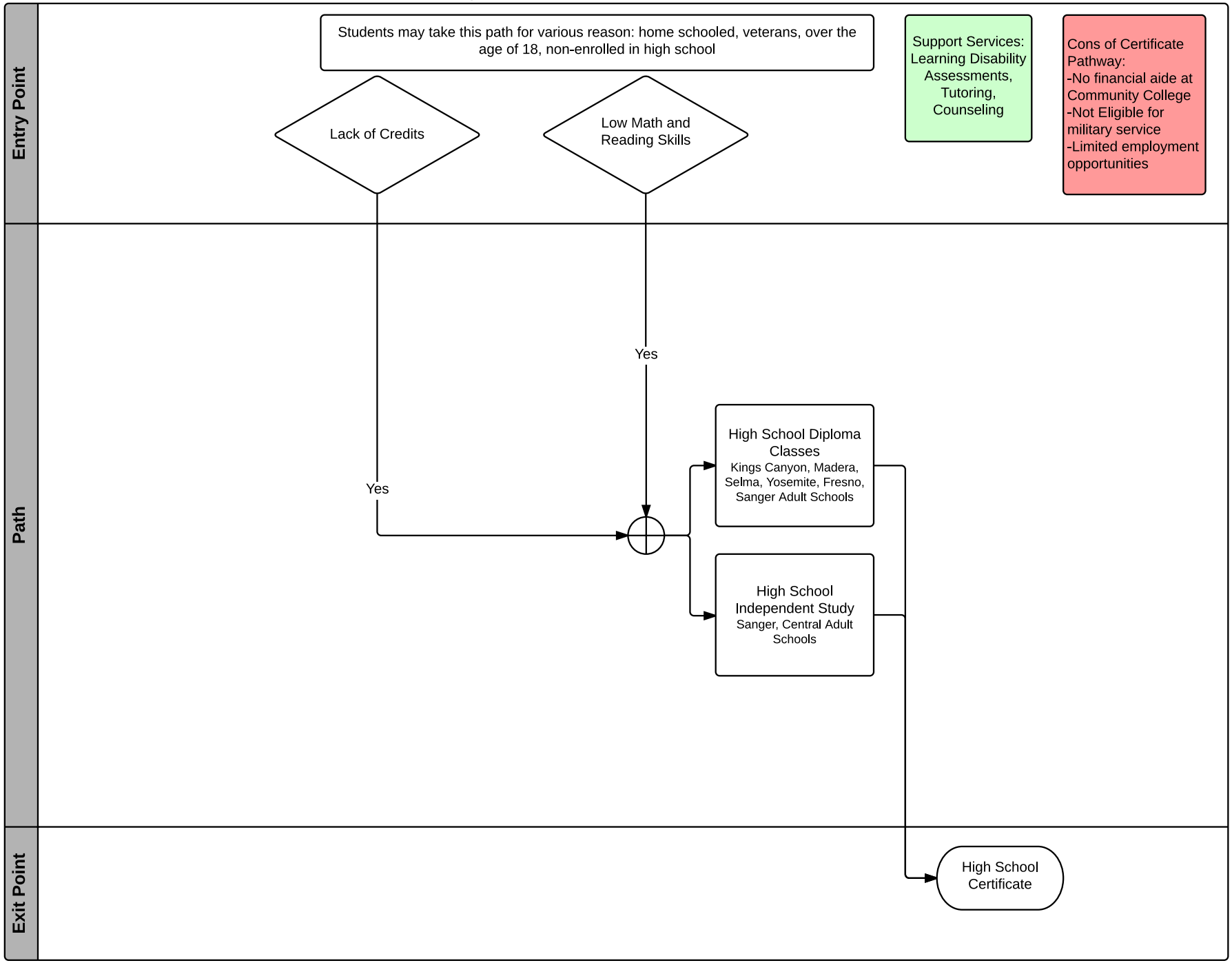
Entry points: The group wanted to capture two types of entry points. For placement, the entry points would be low level English/math skills and lack of high school credits. For motivation or descriptive entry points they wanted to include home schooled students, non-enrolled students (dropouts), veterans (particularly those from the Vietnam era who at that time could enroll in the military without a diploma but now want it), and students over age 18.

In the pathway section, students would enroll in high school classes that they need for credit. For the California High School Exit Examination (CAHSEE), students are required to take it, but if they do not ever pass it, they can receive a Certificate of Completion. High Schools offer the Certificate of Completion. Some adult schools offer it, but not all of them.

The group thought it was important to include the cons to this pathway as those cons present some consequences that will affect students in moving forward. Community Colleges will accept students who have a certificate of completion, but those students are not eligible for financial aid.

See next page for Pathways.

High School Certificate



Adults with Disabilities

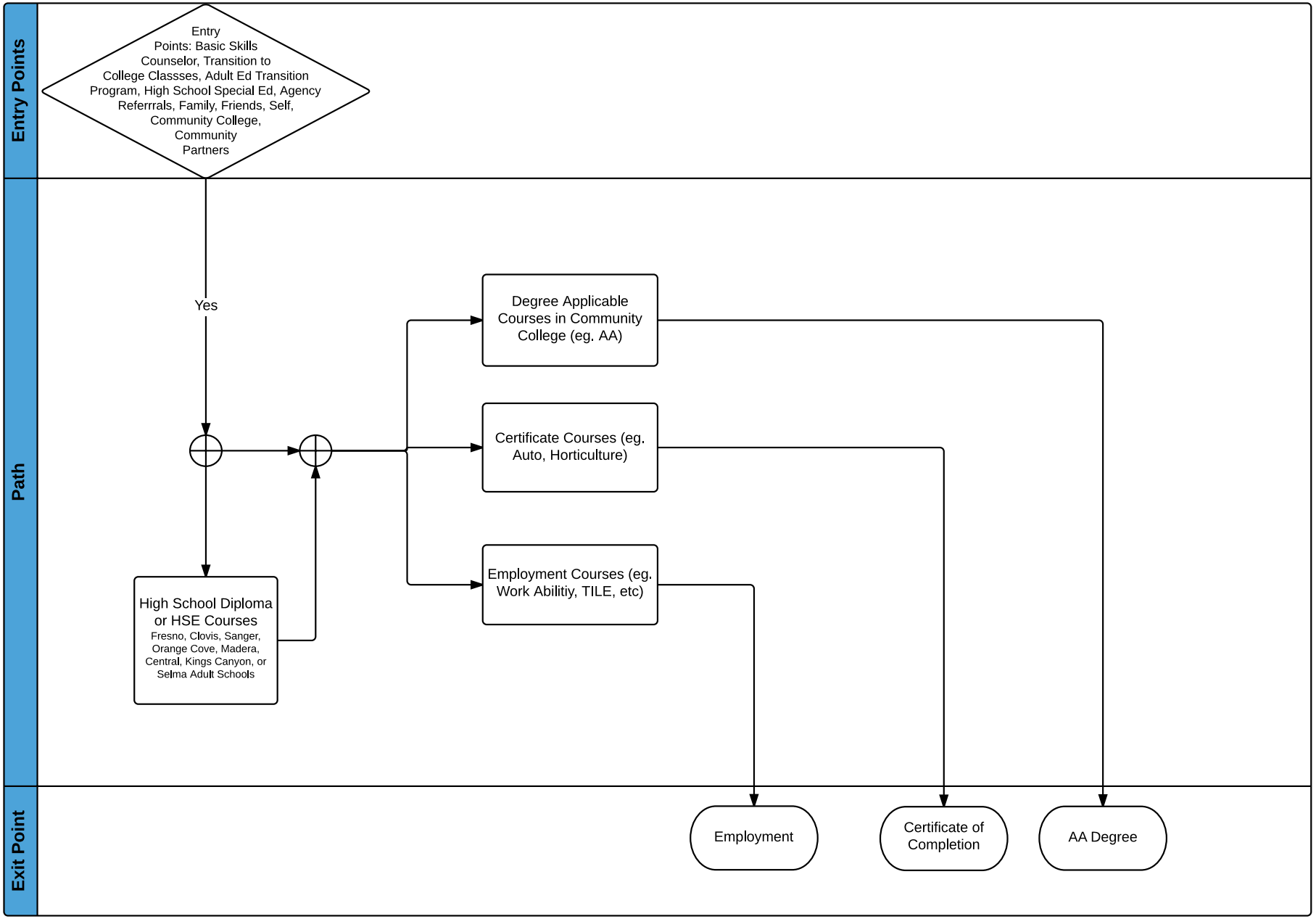
The group who created this pathway consisted of people from the community colleges that work in the area of adults/students with disabilities and they agreed this is what the pathway should look like.

The entry points are ways in which students might be referred to their program. They then give an assessment that would help place the students in the correct pathway of classes the community colleges. Each choice would lead to a different exit point. Those different exit points link to other pathways that were created. The associate's degree pathway was added later. The certificate courses would be from the CTE/Apprenticeship areas. They did not get to one for the employment courses such as TILE.

See next page for Adults with Disabilities pathways.

Adults with Disabilities

Support Services: DSP&S, Department of Rehab, Central Valley Regional Center, Tutorial, Mental Health, Beyond the Classroom CRC, Writing and Math Centers, 1st year Experience



Entry into an Associate's Degree Program

Once students have reached the point of being high school ready (either by taking basic skills courses or entering at that level), they have two choices: completing a high school diploma or taking a high school equivalency test.

Within the high school diploma choice, students may enter at two levels--needing to complete classes for credit or needing only to pass the California High School Exit Exam (CAHSEE) . Students may choose whether or not they need the CAHSEE prep class. It is not required but encouraged.

If students choose to take the pathway taking the high school equivalency exam, they can choose to take either the GED or HISET. School districts offer one or the other, but students may choose where to take the exam (and in some testing locations, may choose which test).

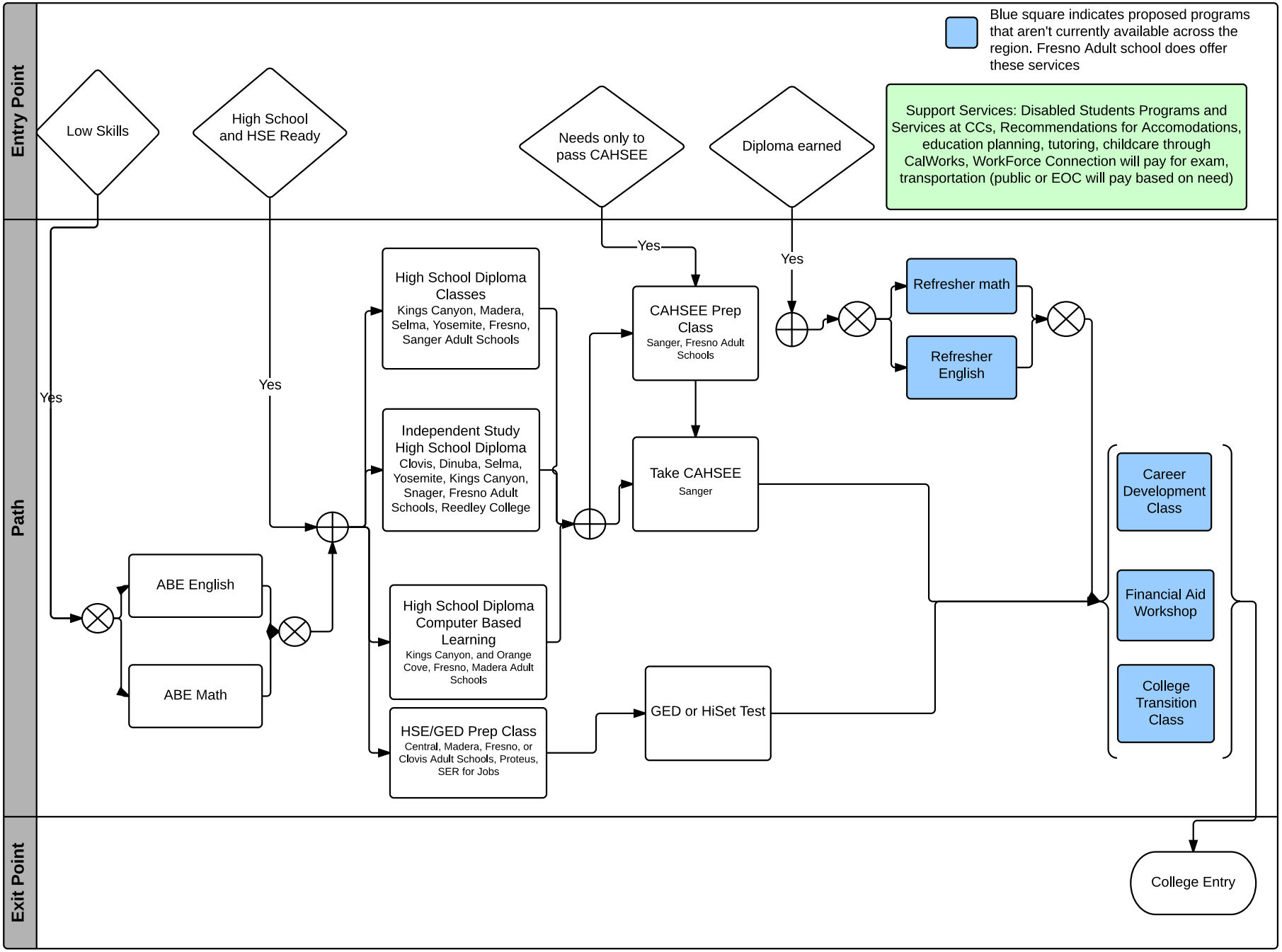
The next steps on the pathway aren't currently offered, but need to be. This is the vision the group has for what needs to happen. For students who have a diploma but don't feel ready for college, the current option is to place them in the traditional high school English and math classes. Where they placed refresher courses on the pathway, the Adult Ed schools would like to work with the community colleges to develop college prep courses and a level of rigor that would prepare students to enter a transfer (credit) level course at the community college. There was discussion that those below level transfer classes might still need to be offered at both the community college level and adult ed because not all students go through the adult ed program.

The last group of three choices would make a smooth transition to get students from adult schools to the community colleges without losing so many students in the gap. Most of the adult schools do not have any such program at this time, but they did learn that the community colleges offer a Transition to college class at 20 area high schools. They can offer such a class at the adult schools if they can enroll at least 15 students in it. There was some discussion/confusion about whether or not these classes were limited to just students with identified disabilities. There may be a gap for students who need such transition support but don't have identified disabilities.

The general consensus was that the need for supports (especially childcare and transportation) is greater than what is available. A favorite comment for childcare support is that "We let them put a blanket on the floor and bring the baby with them to class."

See next page for pathway.

Associates Degree Program Entry



Complete a High School Diploma

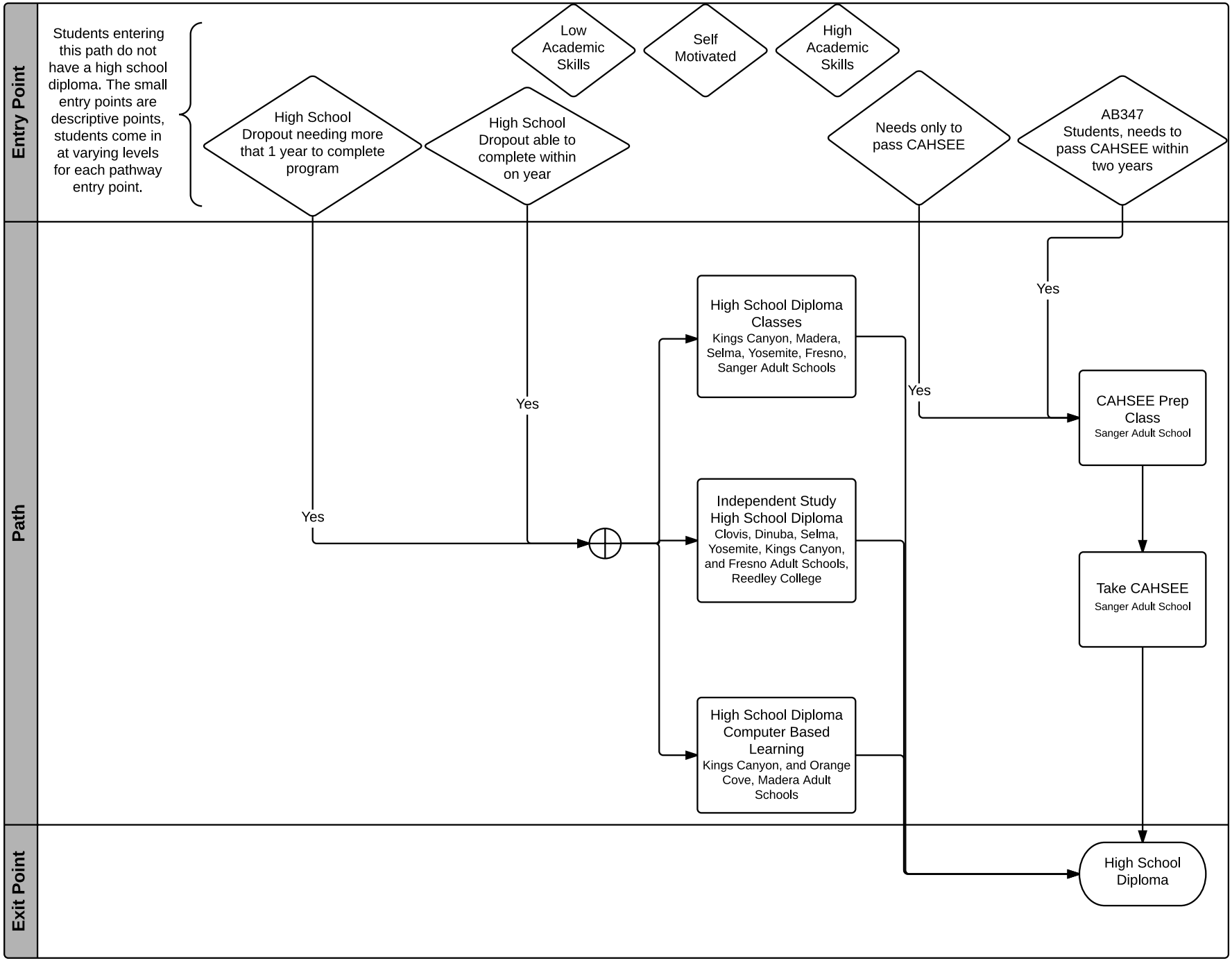
Entry - This group had one overarching entry - Did not complete graduation requirements. Within that entry, that had a top level that was descriptive. Then they broke down the needed requirements into more than one year of credits, less than one year of credits, and only pass CAHSEE (earned all credits at local high school). Within the only pass CAHSEE, there is a subset of students labeled AB347. Ab347 is a California State law requiring instruction and services for students who have not passed the exit exam but have met all other graduation requirements. These students have a time limit. If they can pass the CAHSEE within two years of leaving their high school, their diploma will come from their high school rather than the adult ed school. That is important because not all of the adult ed schools have the same accreditation as the high schools. If the adult school does not have that accreditation, the student might be limited in the financial aid that is available to them. This is an area that needs more information. The people in the room did not know if the adult schools had to earn accreditation on their own (Fresno Adult School does have the accreditation on its own) or if the adult school would fall under the umbrella of its school district.

For students who need to complete classes for credit, the only difference along the pathway would be the number of classes they needed to take. Classes could be completed through traditional classes taught at the adult schools or a variety of independent study or computer based classes offered at different adult schools.

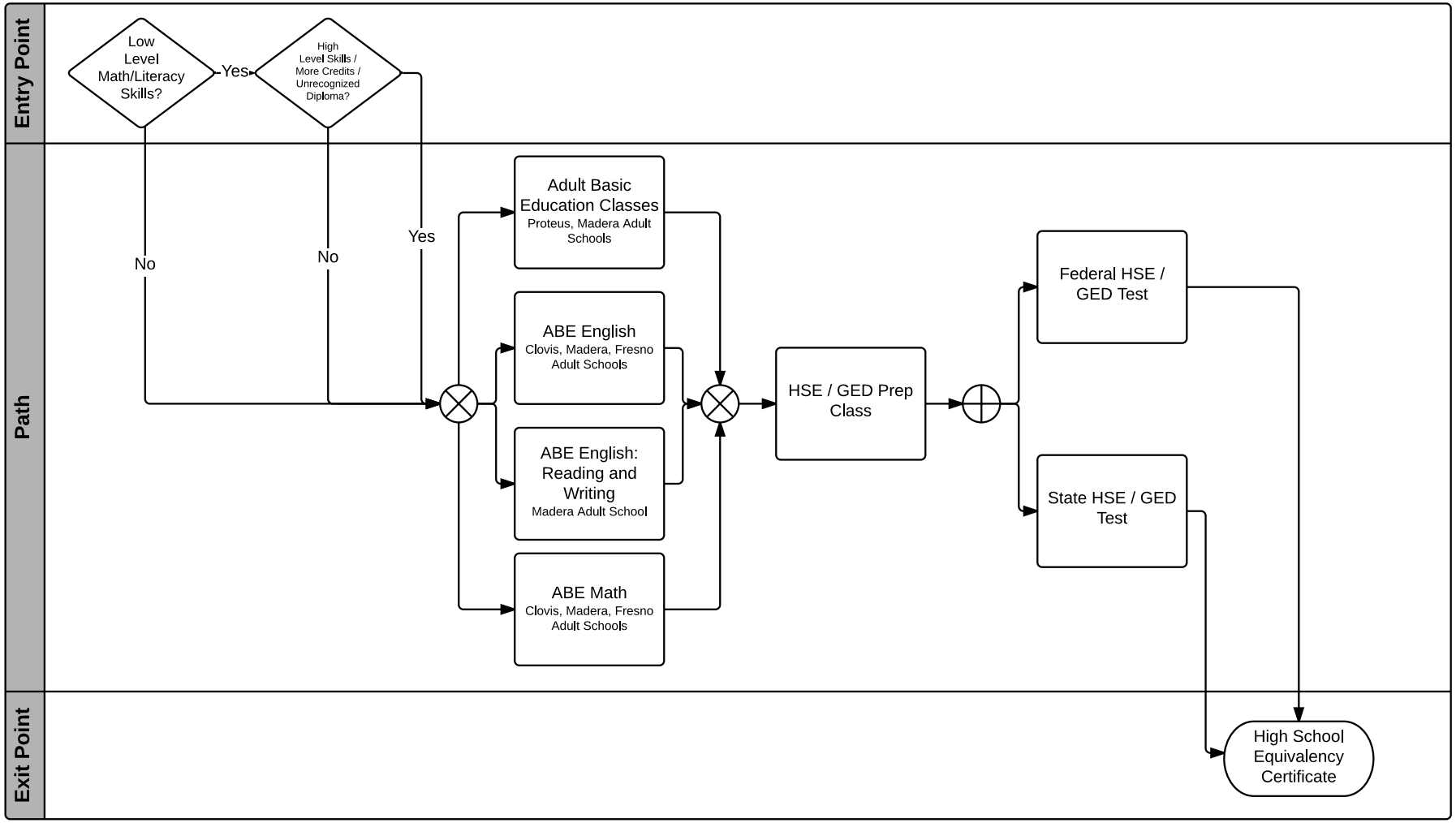
All students would have to take and pass the CAHSEE in order to earn a diploma. Once students earn a diploma, they open up many more additional pathways such as military service and further education.

See next page for pathway.

High School Diploma



High School Equivalency Certificate



Support Services

Disabled Students Programs and Services
Student Education Plan (SEP)
Tutorial (Fresno County Library)
Childcare through CalWorks
Exam fee coverage
Transportation (based on income)

ESL and Classes and Courses for Immigrants

The ESL and Classes and Courses for Immigrants group established the following pathways:

- US Citizenship
- Literacy Skills
- Entry to High School/GED Programs
- Entry to CTE Programs
- Entry to College/ University

The group discussed challenges for developing a regional ESL pathway. The challenges they identified are:

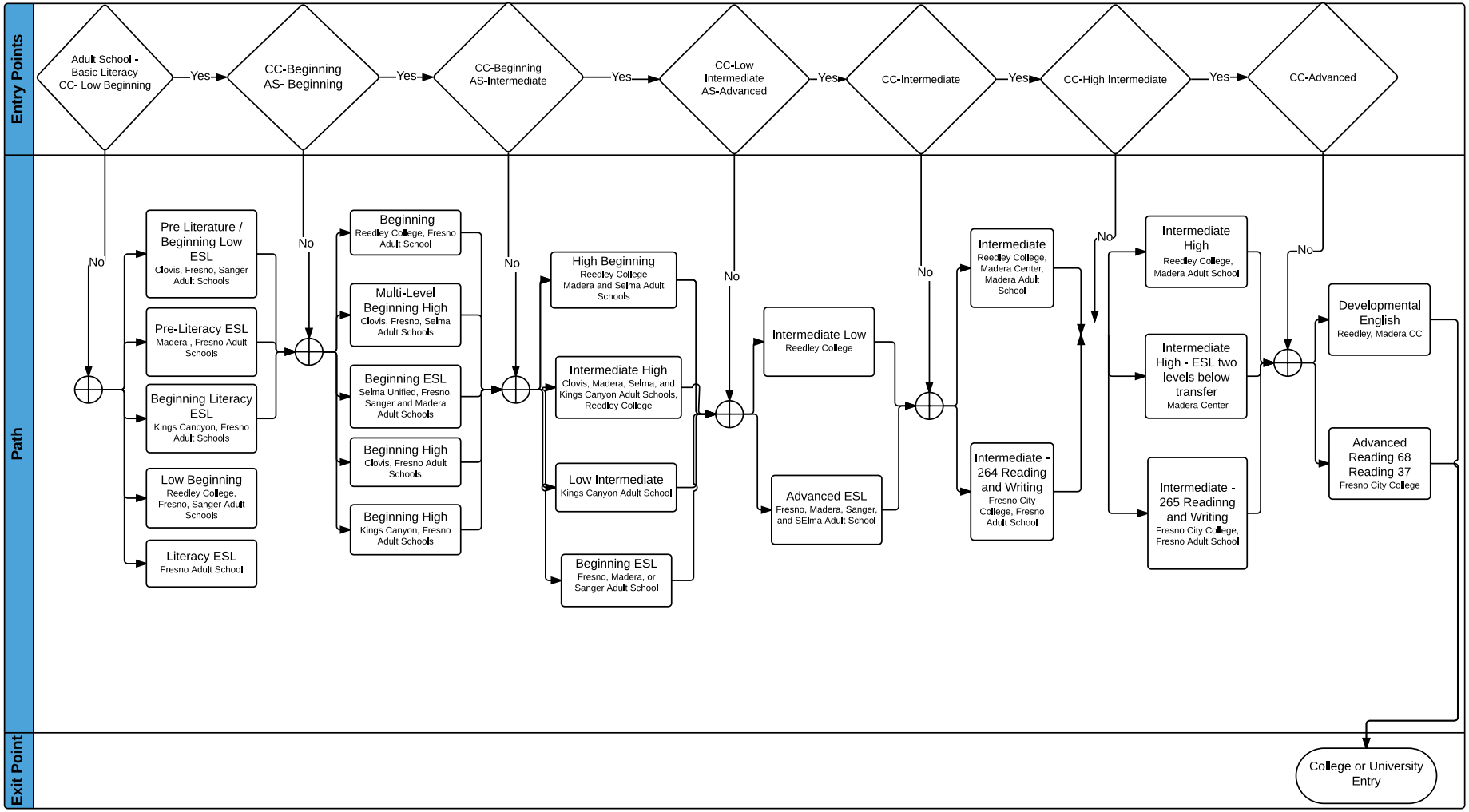
- Alignment (or lack thereof) within levels across schools
- Not everyone is using the same standards or assessment
- Lack of articulation between the adult schools and community colleges
- Lack of access to ESL in parts of the region
- Dedicated Funding
- Transitions

To address these challenges, the group came up with the following recommendations:

1. Uniform definitions based on curriculum content
2. Adopt common assessment standards
3. Professional Learning Communities
    a. Articulation based on content
    b. Resource Sharing Opportunities
    c. Scheduled meetings with levels and between levels
    d. Saroyan Chapter of CATESOL, CCAE and Unions = VOICE and advocacy
4. Regional Coordinator
    a. Mobile Unit
    b. Distance education (access to technology)
    c. Identify gaps
5. Develop metrics to measure success
    a. Share best practices and success stories
    b. Expanded access (classes, technology, materials, professional development, meet immigrant needs)
6. Transitions
    a. Build bridge with student education plans
    b. Specified personal counselors
    c. Bridges:
        i. Community College
        ii. Vocational Program
        iii. Employers

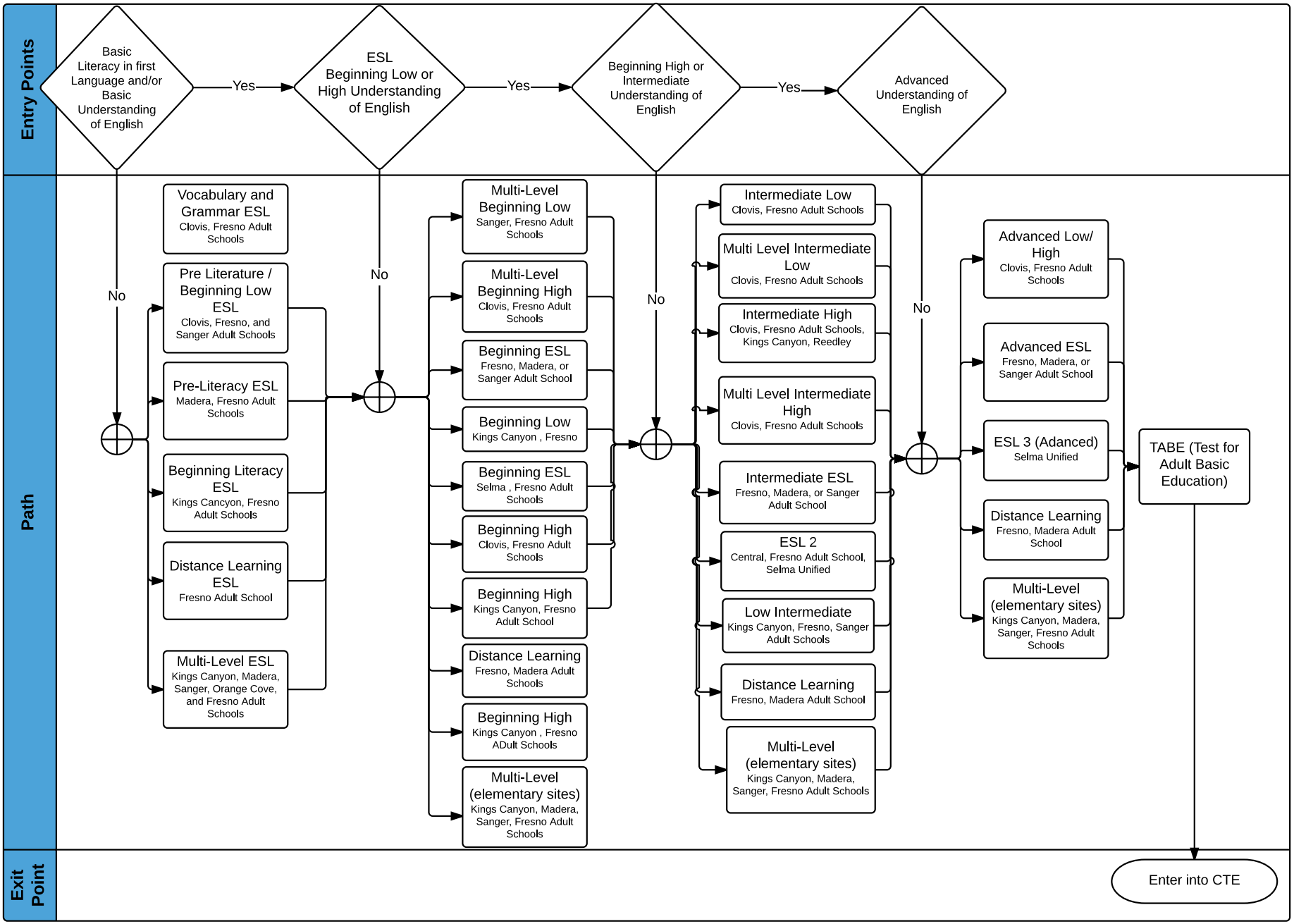
See next page for pathways.

ESL Pathway- Entry to College or University



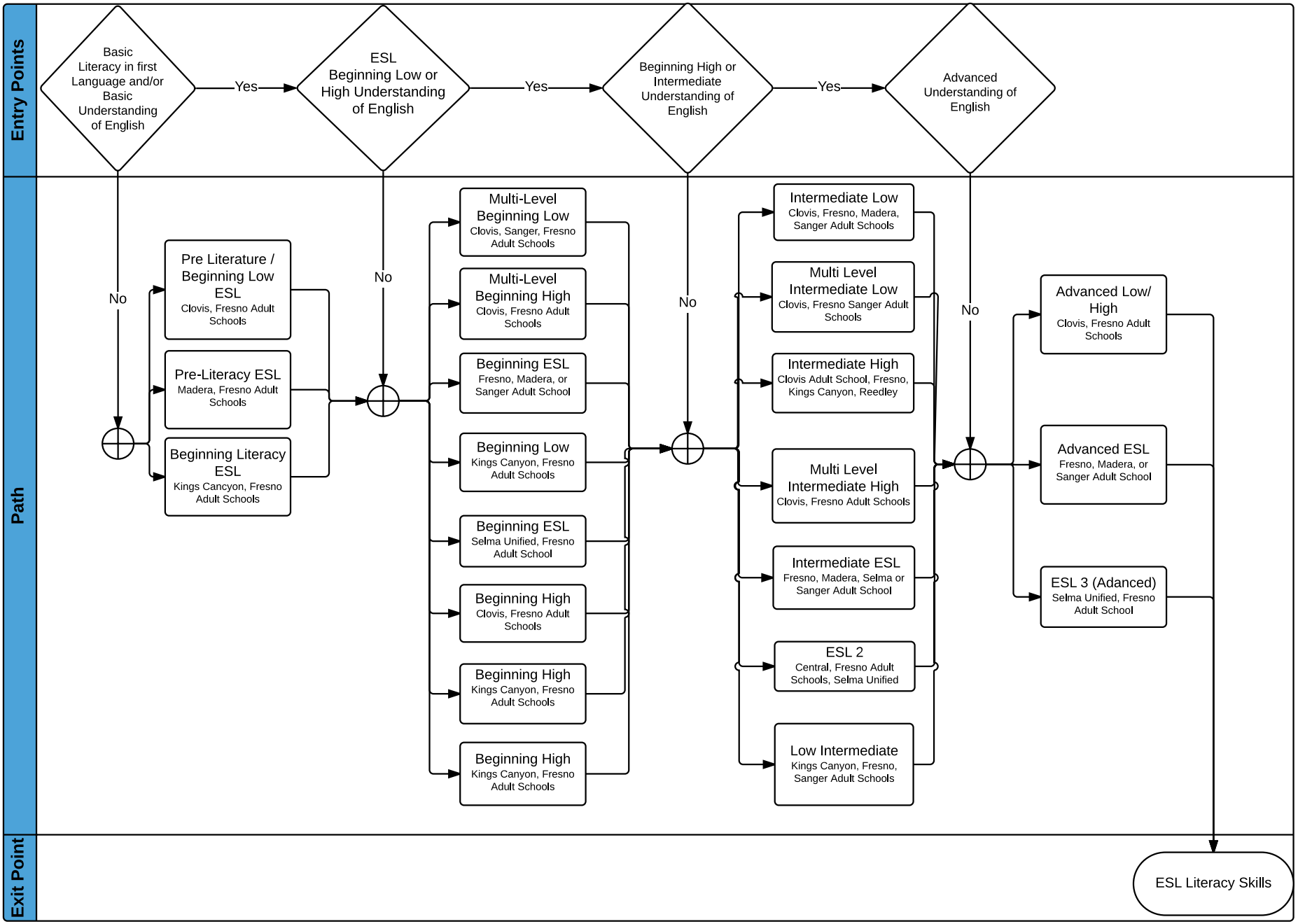
ESL Literacy Skills: Entry to Career Technical Education

Support Services: Child Care, Transportation, Financial Aid, Tutoring, CALL Lab, Social Work, Tech Support



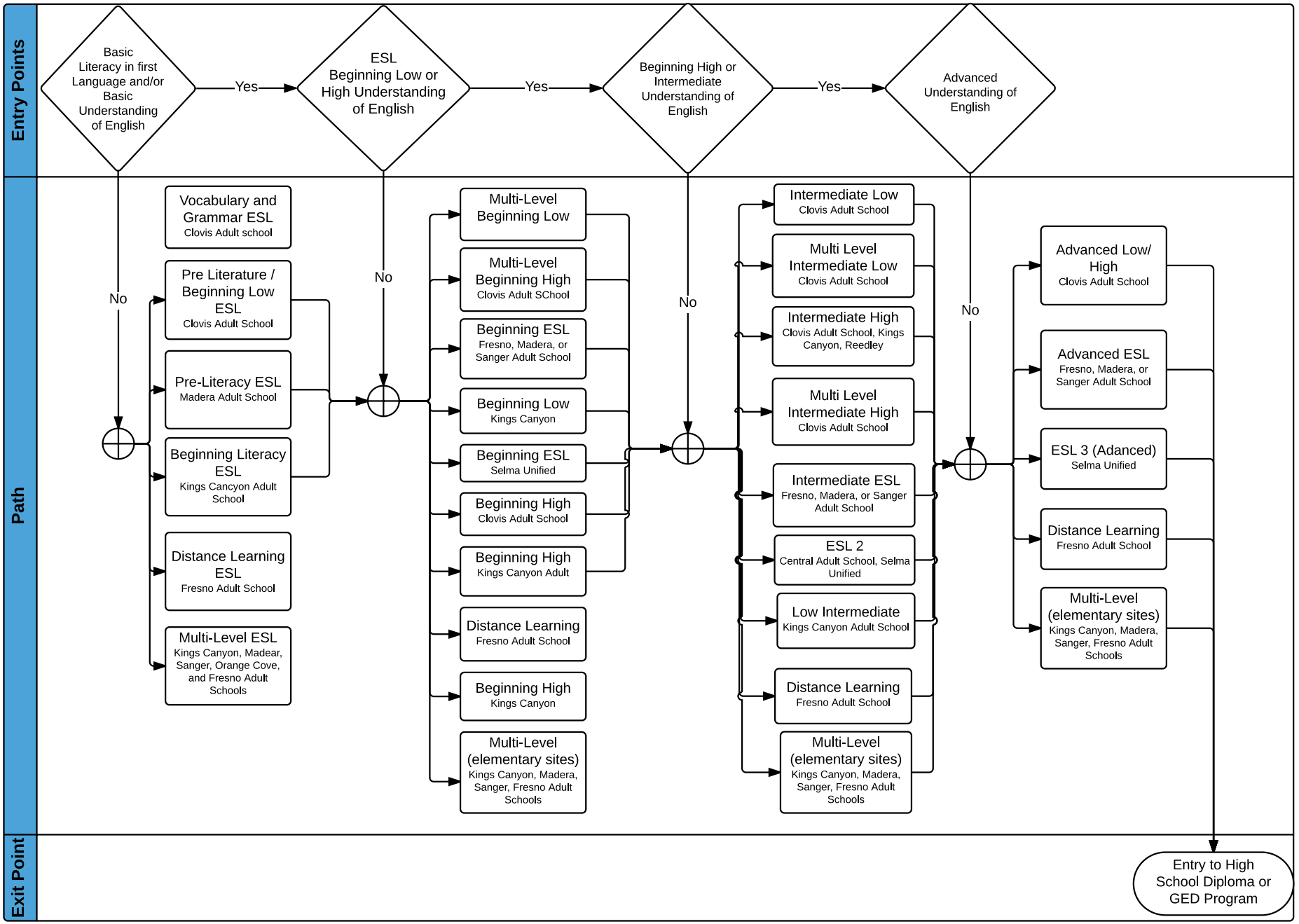
ESL Literacy Skills: From Pre-literacy to Literacy

Support Services: Child Care, Transportation, Financial Aid, Tutoring, CALL Lab, Social Work



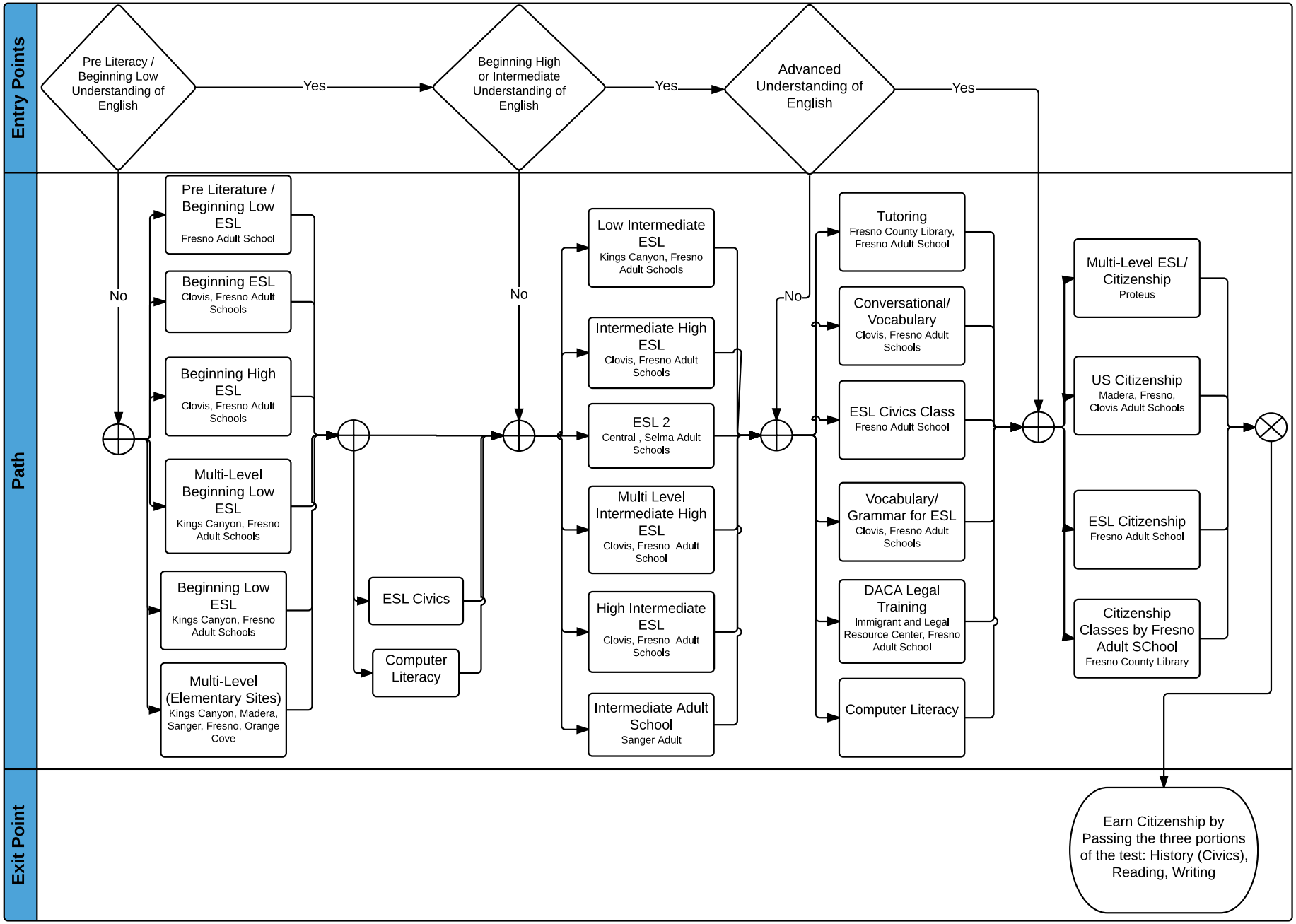
ESL Literacy Skills: From Pre-literacy to High School or GED

Support Services: Child care, Transportation, Financial Aid, Tutoring, CALL Lab, Social Work



US Citizenship

Support Services: Child care, transportation services, counseling, financial aid, alternative scheduling, tech support, computer lab time, scholarship, legal advice



Career Technical Education

The career technical education group inlcuded CTE faculty, teachers and administrators. The group decided to focus on three industry areas: Health Care, IT/Computers, and Manufacturing.

IT/Computer Issues and Recommendations:

Issues:

1) Multiple classes have same names but different requirements at different schools.
2) No uniformity from school to school.
3) Some schools using Perkins funds, need sequence of classes.
4) Some steps in Pathways need to be expanded.

Comments Regarding Perkins Funds: Students need to move from one school to the next because "life happens." The Perkins Money needs to be disbursed as follows: if a student starts a "Pathway" in one school but needs to move to another school to complete the certificate program, then the Perkins Money should disburse a portion of money to each school involved and based on classes completed at each school.

Recommendations: It would be great to create pathways or classes that were the same across schools to create consistency. For example from Madera to Fresno adult schools. Students need consistency. They need to be able to finish their career. Life happens and students need to move to other schools. In some cases the course they took in Madera is not transferable to Fresno. This creates chaos and because of this students get frustrated and drop out of school.

Caveat: Schools create the course work based on the need of the particular community. Example Fresno vs Madera. We need to have a balanced course work requirements so a student is highly marketable in Fresno and Madera. A student's certificate should be able to get him/her a job in Madera or Fresno. Somehow we need to create a curriculum that covers the Fresno and Madera communities' needs.

Health Care

Issues Identified:

- Unstable PhD requirements
- Shortage of Faculty
- High Demand
- No professional reciprocity from other states
- Duplicative classes in our region
- Need Standardized Skills

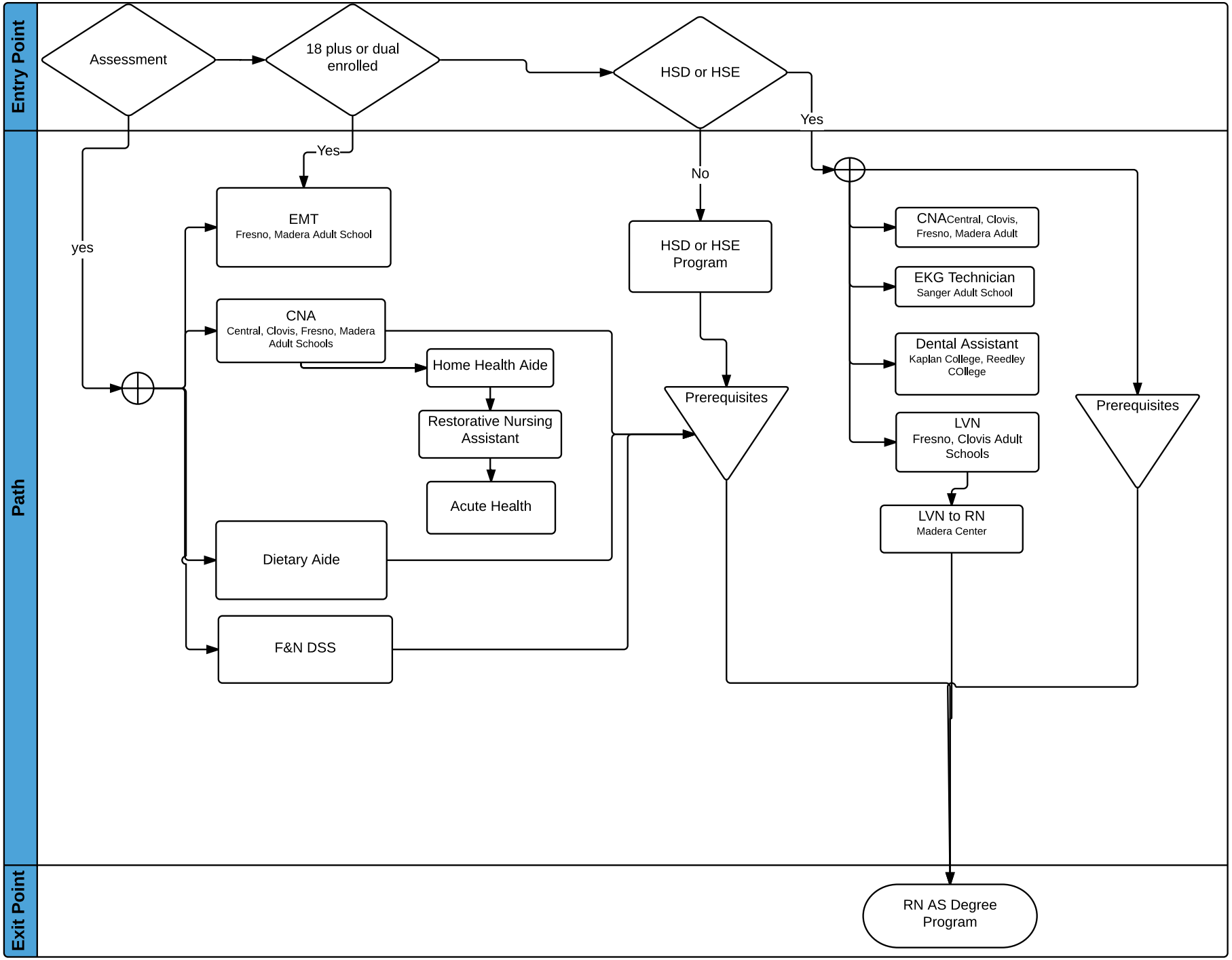
Manufacturing

Issues identified:

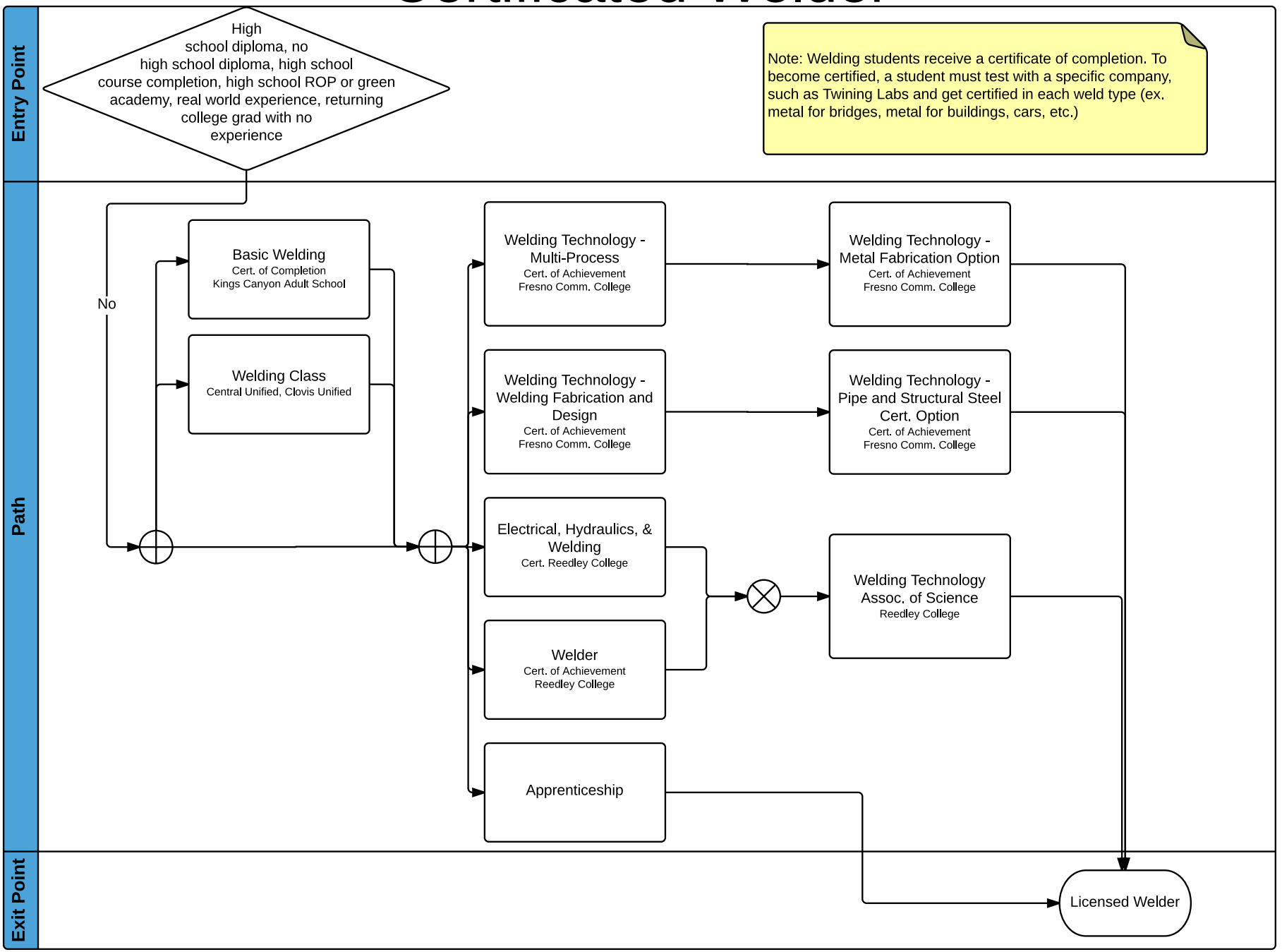
- No feeders from adult Ed
- Lack of CTE Resources at Adult Ed
- Lack of qualified instructional staff at adult ed
- Lack of communication between adult ed and CC

See the following page for pathways.

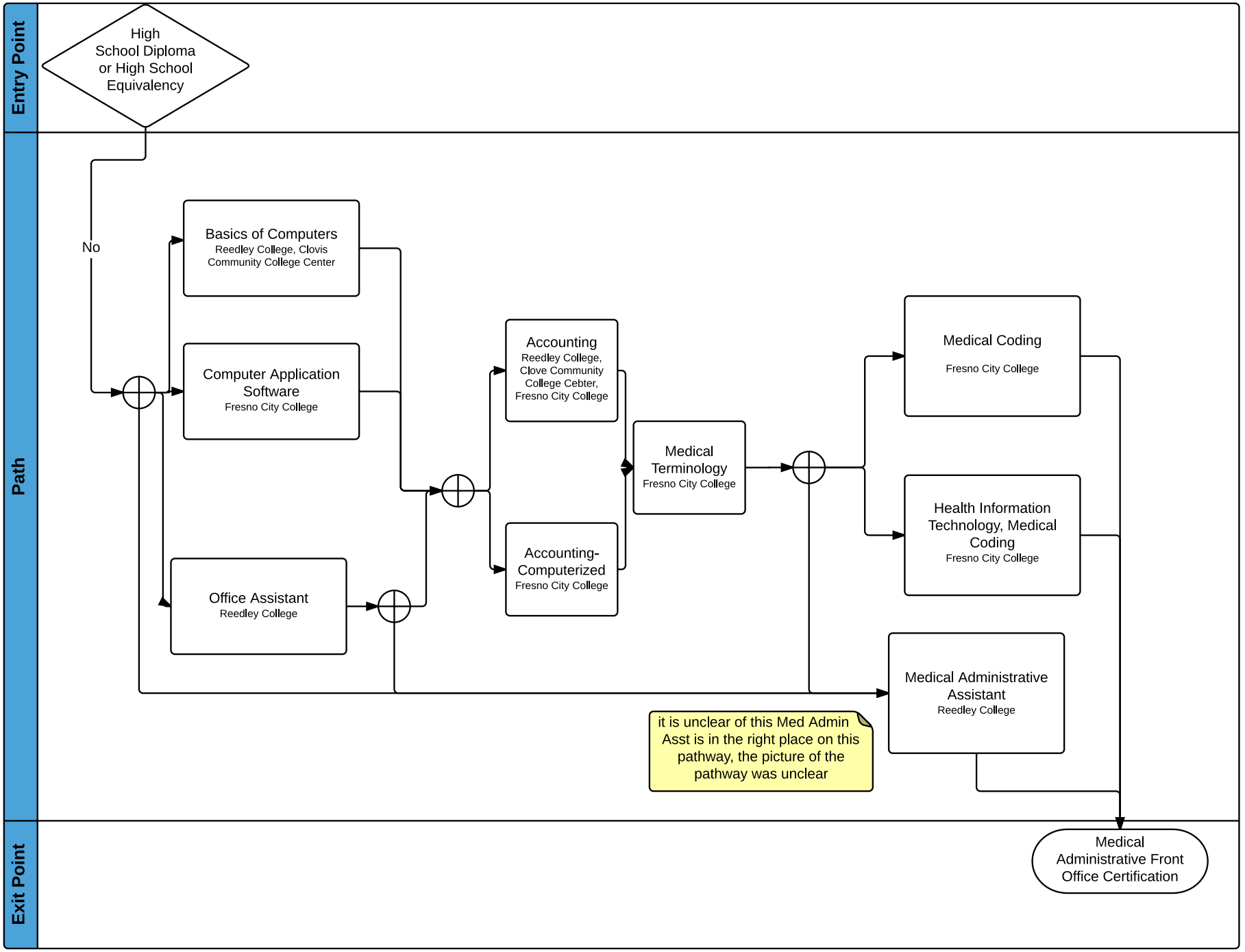
Health Care Pathway



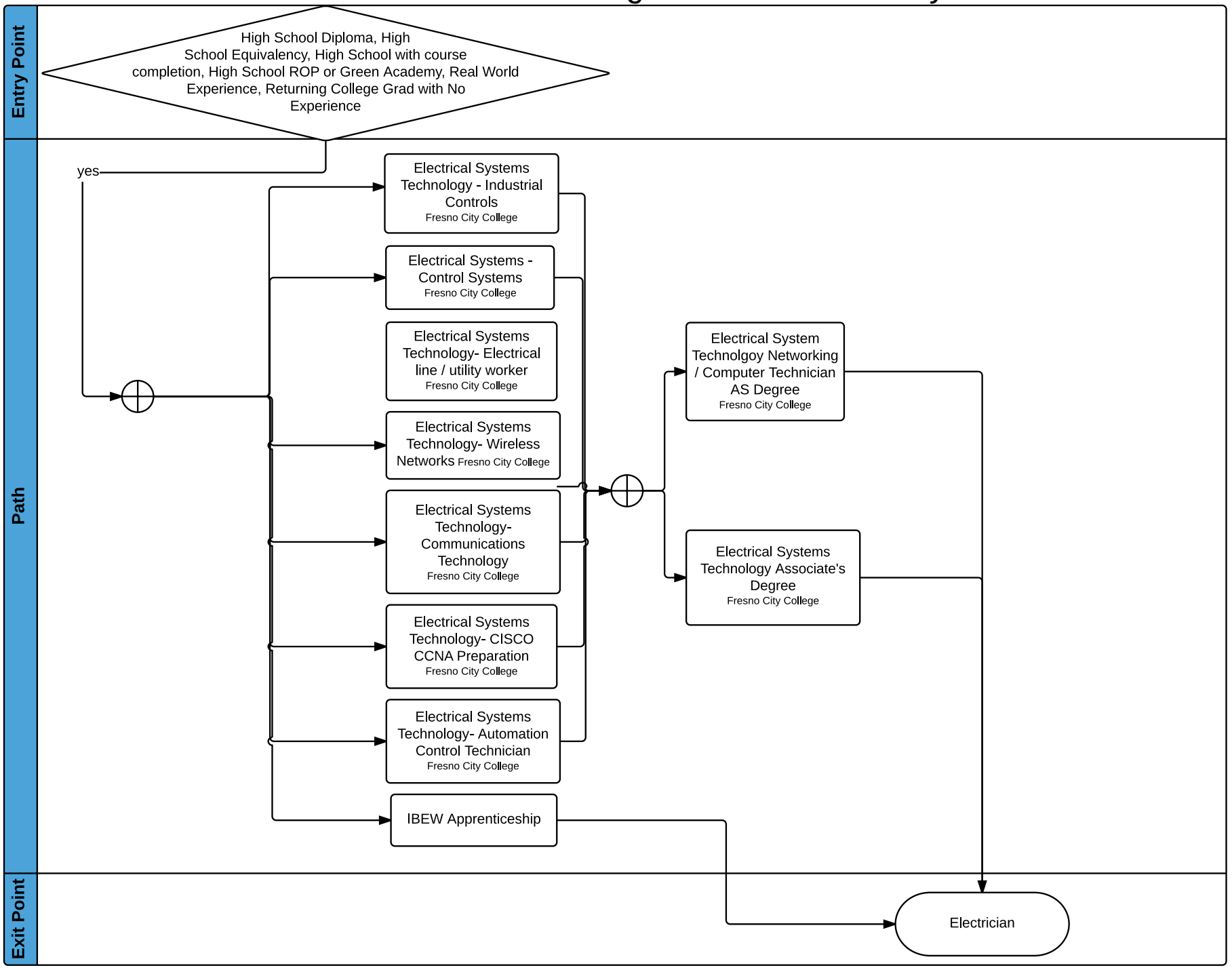
Certificated Welder



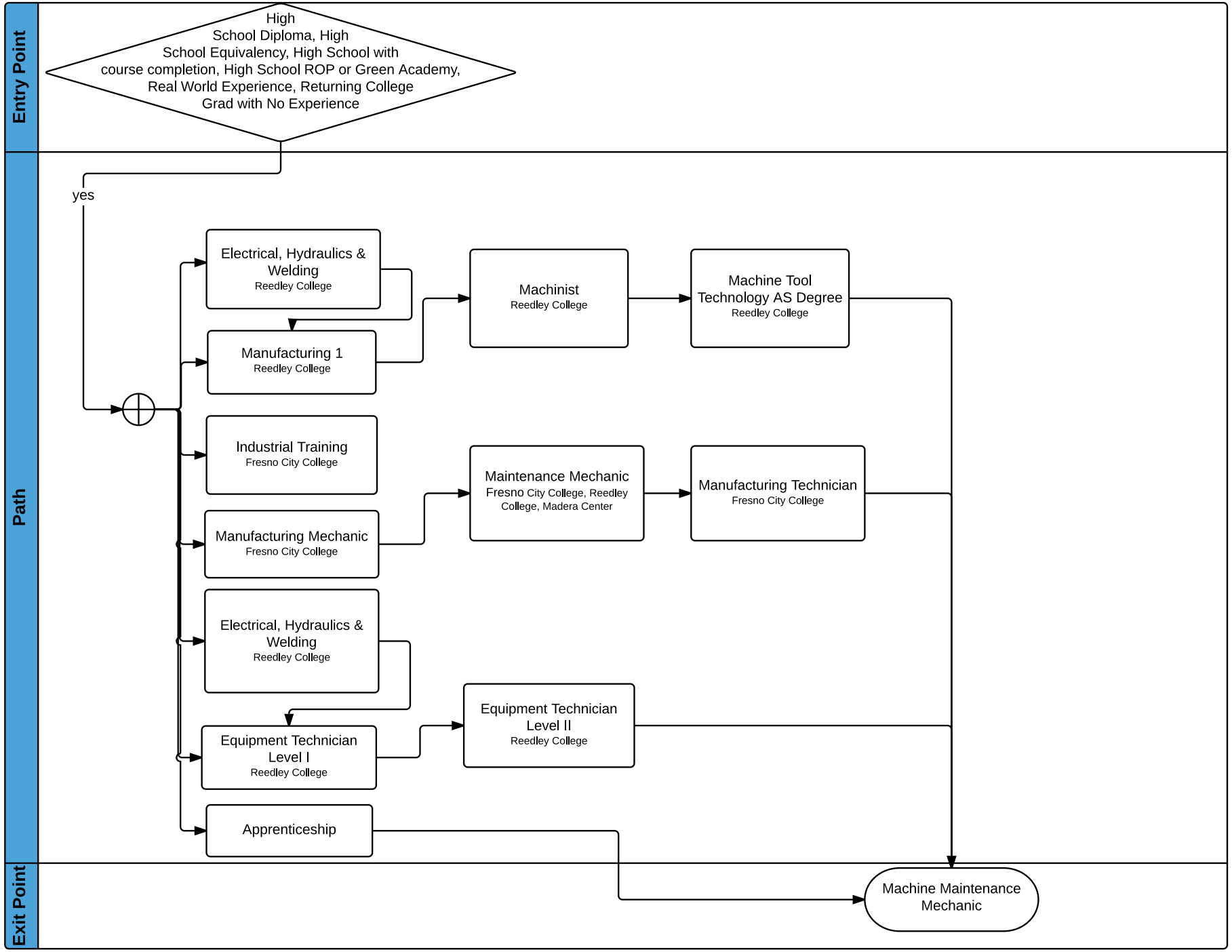
Medical Assistant Front Office



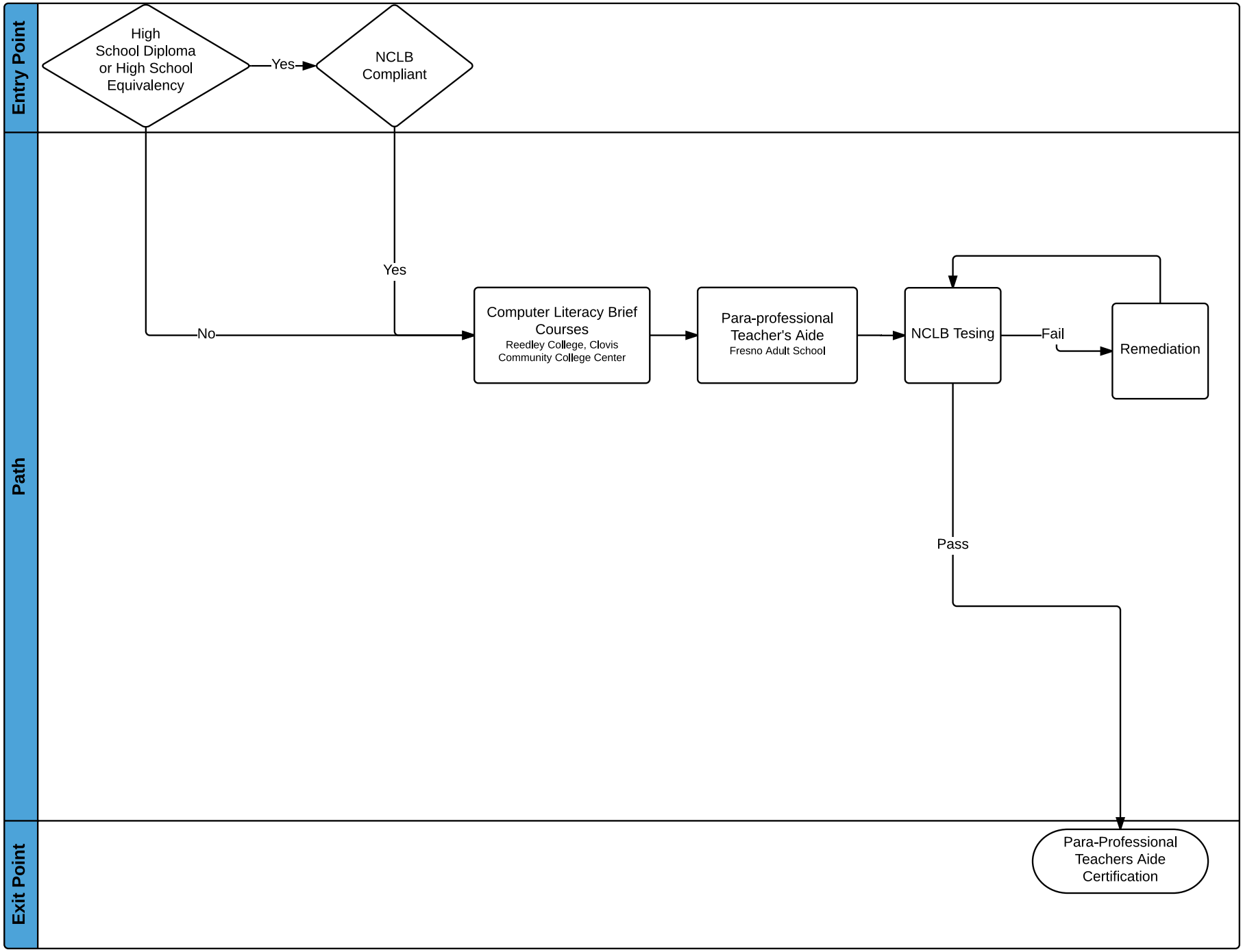
Manufacturing - Electrical Pathway



Manufacturing - Machine Maintenance Mechanic



Para-Professional Teachers Aide



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COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS