

VCAEC 2022-25 CAEP 3-Year Plan

Executive Summary

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

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

In recent years, the consortium has gone through significant changes. However, the VCAEC is focused on rebuilding and expanding programs, increasing outreach and collaboration among regional partners, continuing to apply lessons learned in the pandemic, and improving its capacity to provide high-quality adult education programs via various modalities--in-person, online, and hybrid. It is also taking this opportunity to look inward, evaluate entrenched practices and ideas, and better understand students' experiences, and in so doing, better understand ways it might ensure all students, particularly among underserved populations, feel welcome and equipped to succeed.

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

- Establishing a marketing committee to evaluate the effectiveness of current outreach, possibly securing an external consultant to spearhead a collective approach moving forward.
- Erecting a new, state-of-the-art construction facility and launching a new pre-apprenticeship program in partnership with the Southwest Carpenter's Guild
- Building onramps from AE basic skills and ESL to introductory English with Oxnard College, application supports and bridge program with Moorpark College, and enhancing High School Diploma Career Courses to include CTE site visits
- Creating a new culinary program to be delivered in conjunction with area restaurants in the Ojai area

- Developing a new Veterinary Technology program in the Ventura area
- Coordinating with the EDC to support curriculum development/implementation related to the Digital Upskilling initiative
- Teaming across agencies to buttress or build capacity and increase student enrollment or success in the Santa Paula / Fillmore area
- Expanding IET / IELCE in medical, office clerk, machine technology, landscaping, and healthcare
- Continuing to grow programs for currently incarcerated adults in conjunction with Todd Road Jail
- Expand/continue to support faculty and staff professional learning opportunities, and facilitate or encourage practices designed to help improve knowledge of implicit bias and activities/practices to create more inclusive environments

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

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

Assessment

Pre-Planning Assessment

Overview and Preparation

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

- Members were surveyed on their approaches to Equity, Leadership, Learner Transitions, Marketing, Program Development/Curriculum, Program Evaluation, Technology, and Distance Learning, and how to Evaluate the Educational needs of adults in each agency
- Two facilitated half-day planning retreats focused on shaping the mission and vision for the three-year plan, followed by two other open meetings focused on evaluating needs and developing or refining strategies and activities
- WestEd designed surveys for Students, Faculty, Employers, and Community Partners. Each agency distributed these surveys to the designated groups and analyzed by WestEd. Preliminary results were used to identify and clarify regional stakeholder needs and perspectives. Further analyses are planned for the coming months to help inform annual planning moving forward.
- Community demographic data were assessed against student enrollments to identify potential areas for outreach and expanded services
- Data from both Launchboard and TOPSpro Enterprise were used to analyze enrollments and evaluate effectiveness for each agency. CAEP Consortium Factsheets were also used to validate some information in this plan.
- The Director of the Workforce Development Board (WDB) of Ventura County was invited to speak at a consortium meeting. In addition, one of our members sits on the Executive Board

for the WDBVC. Members were encouraged to participate in the Workforce Sector meetings to ensure we are looking at the priority Workforce Sectors.

- Labor Market Data from the Workforce Development Board of Ventura County were analyzed and evaluated.

Regional Alignment and Priorities

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

Evaluate the Educational Needs of Adults in the Region

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

Community Demographics

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

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

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

Unemployment

The unemployment rate in Ventura has steadily declined since peaking at 14% in April 2020. Currently, it is 3.5% for the county. Santa Paula shows the highest unemployment rate within the county at 9.1% (about 1,300 of around 14,100 in the workforce). The number of unemployed adults in Santa Paula brings it remarkably close to rivaling its more populous neighbors, Ventura (1,700), Simi Valley (1,900), and Thousand Oaks (1,900), despite having labor forces around four times the size of Santa Paula's. Other areas of high unemployment include El Rio at 8.7% and Piru at 6.1%. Oxnard, the county's largest city, shows 4% unemployment, or about 3,900 of 98,500 in the labor force.

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

Labor Market Outlook

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

Contributions by Entities

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

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

Regional Service Providers

Participants by Member Agency and Program Area

Table 1. Number of Participants by Member Agency and Program Area

Provider Name	ABE	ASE	ESL	El Civics	AWD	K12 Successes	CTE	WR	PA	Total*
Conejo Valley Unified	101	136	418	191	0	94	304	0	0	879
Fillmore Unified	71	50	72	0	0	0	48	0	0	151
Moorpark Unified	10	15	41	0	0	0	0	0	0	53
Ojai Unified	11	14	20	0	0	0	0	0	0	30
Oxnard Union High	24	813	902	488	0	0	170	0	0	1,635
Santa Paula Unified	23	26	96	2	0	0	0	0	0	98
Simi Valley Unified	0	87	218	151	0	0	819	0	0	1,107
Ventura Unified	399	399	187	116	177	0	248	188	0	1,134
Ventura Co. Office of Education	0	0	0	0	0	0	0	0	0	0
Ventura County CCD	0	43	176	0	23	0	479	144	0	715
Total Participants	639	1,583	2,130	948	200	94	2,068	332	0	5,436

* **Note:** Totals reflect unduplicated counts of Participants by agency.

Services by Provider and Program Area

Table 2. Services by Provider and Program Area

Provider Name	ABE	ASE	ESL	Civics	AWD	K12 Successes	CTE	WR	PA
Business									
Haas Incorporation	×	×	×	×	×	×	✓	×	×
SkillUp Coalition	×	×	×	×	×	×	✓	×	×
Community Organization									
Simi Valley Chamber of Commerce	×	×	×	×	×	×	✓	×	×
West Ventura County Business Alliance	×	×	×	×	×	×	✓	✓	×
America's Job Center of California	✓	×	✓	×	×	×	×	✓	×
Ventura Housing Authority	×	×	✓	×	×	×	×	✓	×
City of Oxnard Housing Authority	×	×	✓	×	×	×	×	×	×
CalWorks	×	×	×	×	×	×	×	✓	×
City of Camarillo - Public Library	×	×	✓	×	×	×	×	✓	×
Conejo Valley Unified School District	×	×	×	×	×	✓	×	×	×
CA Department of Rehabilitation	×	×	×	×	×	×	×	✓	×
East County American's Job Center of California	×	×	×	×	×	×	×	✓	×
Fillmore Unified School District	×	✓	✓	×	×	×	×	✓	×
Frontier High School	×	×	×	×	×	×	✓	×	×
Goodwill Central Coast	×	×	×	×	×	×	✓	×	×
Moorpark Unified School District	×	×	✓	×	×	×	×	✓	×
National Alliance on Mental Illness- NAMI	×	×	×	×	×	×	×	✓	×
Ocean View School District	×	×	✓	×	×	×	×	×	×
Oxnard Elementary School District	×	×	✓	×	×	×	×	×	×
Oxnard Housing Authority	×	×	✓	×	×	×	×	×	×
Housing Development - Rancho Sespe Farmworker	×	×	✓	×	×	×	×	×	×
Rio School District	×	×	✓	×	×	×	×	×	×
Santa Paula Unified School District	×	×	✓	×	×	×	×	✓	×
Simi Valley Unified School District	✓	✓	×	×	×	×	×	×	×
Strong Workforce Apprenticeship Group	×	×	×	×	×	×	✓	×	×
The Arc Community Integration	×	×	×	×	✓	×	×	×	×
Todd Road Jail - Ventura County	✓	✓	✓	×	×	×	✓	✓	×
Ventura Avenue Adult Center	×	×	×	×	×	×	×	✓	×
Ventura County Library	×	✓	×	×	×	×	×	✓	×
Ventura Unified School District	×	×	✓	×	×	✓	×	✓	×
Our Lady of Guadalupe Church	×	×	✓	×	×	×	×	×	×
Rotary Club of Simi Valley	×	×	×	×	×	×	✓	×	×

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

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

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

Table 3. ESL Supply & Demand

Population	Supply (Participants)		Demand (Regional Need)		+/-
	n	%	n	%	
Hispanic	1,776	84.6	90,675	82.1	2.5
Asian - Non-Hispanic	166	7.9	14,084	12.7	-4.8
White - Non-Hispanic	127	6.1	4,861	4.4	1.7
Black - Non-Hispanic	0	0	179	0.2	-0.2
Female	1,543	73.5	56,436	51.1	22.4
Male	552	26.3	54,063	48.9	-22.6

Note: Regional need for ESL is defined as the proportion of the population 18 and over who "Speak English Less than Very Well," according to the US Census.

Table 4. CTE Supply & Demand

Population	Supply (Participants)		Demand (Regional Need)		+/-
	n	%	n	%	
Hispanic	1,014	56.8	9,334	57.6	-0.8
White - Non-Hispanic	578	32.4	5,221	32.2	0.2
Asian - Non-Hispanic	85	4.8	726	4.5	0.3
Black - Non-Hispanic	39	2.2	318	2	0.2
Female	1,238	69.3	6,654	41.1	28.2
Male	539	30.2	9,553	58.9	-28.7

Note: Regional need for CTE is defined as the proportion of the population 18 and over who are currently unemployed, and who have less than a Bachelor's degree.

Table 5. ABE/ASE Supply & Demand

Population	Supply (Participants)		Demand (Regional Need)		+/-
	n	%	n	%	
Hispanic	1,715	77.3	74,903	82.2	-4.9
White - Non-Hispanic	348	15.7	11,614	12.8	2.9
Asian - Non-Hispanic	84	3.8	2,849	3.1	0.7
Black - Non-Hispanic	32	1.4	809	0.9	0.5
Female	1,498	67.5	43,660	47.9	19.6
Male	721	32.5	47,412	52.1	-19.6

Note: Regional need for ABE/ASE is defined as the proportion of the population 18 and over who have less than a high school diploma or equivalent.

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

Agencies have taken the past two years to develop or improve their capacity to provide programs and services via virtual, hybrid, and distance learning approaches. These efforts have positively affected persistence and students' feelings about their programs. Over the next three years, consortium agencies will draw upon lessons learned and input from students and other stakeholders on ways to grow their programs, retain students, and minimize barriers to access and success, particularly among English language learners. To this end, a core focus of the next cycle will be on increasing digital literacy and refining approaches to delivering programs and services and developing agencies' cultural literacy, aiming to improve outreach and ensure positive learning environments for all learners. Likewise, the consortium will continue to evaluate the effectiveness and quality of its collaboration with community partners and the input provided by faculty, staff, and students.

Metrics

CAEP Barriers & Metrics

Student Barriers

- English Language Learner (AE 305 - Overall)

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

- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

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

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

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

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

Consortium Level Metric Targets

Table 4. Consortium Level Metric Targets

Metric	Actuals			Targets	
	2019-20	2020-21	2022-23	2023-24	2024-25
*Number of Adults Served (AE 200 - Overall)	11,751	8017	8,418	8,839	9,281
English Language Learner (AE 305 - Overall)	5440	3015	3,166	3,324	3,490
Long Term Unemployed (AE 309 - Overall)	734	428	449	471	495
Low Literacy (AE 311 - Overall)	8748	5692	5,977	6,276	6,590
Low Income (AE 310 - Overall)	5,129	3636	3,818	4,009	4,209

Member Level Metric Targets

Table 5. Concho Valley Unified (Reported by Concho Valley Adult School)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	1,065	576	644	719	803
Participants by 2nd Quarter After Exit (AE 505 - Overall)	29		29	29	29
Progress					

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
Participants with EFL Gains in ABE (AE 400 - ABE)	44	36	44	55	67
Participants with EFL Gains in ASE (AE 400 - ASE)	38	32	40	50	62
Participants with EFL Gains in ESL (AE 400 - ESL)	229	90	112	141	176
Participants Completing EL Civics COAPP / Course (AE 411 - Overall)	668	192	240	300	375
Success					
Participants Who Earn an HSD / HSE (AE 633 - Overall)	14	21	26	33	41
Transition					
Participants Who Transition to PS CTE (AE 636 - Overall)	38		48	59	74
Participants Who Transition to ASE (AE 500 - Overall)	98		100	103	106

Table 6. Fillmore Unified (Reported by Fillmore Unified School District)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	302	152	190	238	297
Participants by 2nd Quarter After Exit (AE 505 - Overall)	13		16	20	25
Progress					
Participants with EFL Gains in ABE (AE 400 - ABE)	16		20	25	31
Participants with EFL Gains in ESL (AE 400 - ESL)	42		52	66	82
Participants Who Transition to PS CTE (AE 636 - Overall)	46		58	72	90
Participants Who Transition to ASE (AE 500 - Overall)	47		59	73	92

Table 7. Moorpark Unified (Reported by Moorpark Unified School District (MUSD))

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	74	54	68	84	105
Progress					
Participants with EFL Gains in ESL (AE 400 - ESL)	15		19	23	29
Transition					
Participants Who Transition to ASE (AE 500 - Overall)	14		18	22	27

Table 8. Ojai Unified (Reported by Ojai USD)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	21	31	39	48	61

Table 9. Oxnard Union High (Reported by Oxnard Union High School District (OUHSD))

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	2,712	1,636	2,045	2,556	3,195
Participants by 2nd Quarter After Exit (AE 505 - Overall)	99		124	155	193
Progress					
Participants with EFL Gains in ASE (AE 400 - ASE)	203	168	210	262	328

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
Participants with EFL Gains in ESL (AE 400 - ESL)	734	300	372	462	574
Participants Completing EL Civics COAPP / Course (AE 411 - Overall)	1,018	489	611	764	955
Success					
Participants Who Earn an HSD / HSE (AE 633 - Overall)	104	90	112	141	176
Participants Who Earn a PS Credential (AE 625 - Overall)	384	39	49	61	76
Transition					
Participants Who Transition to PS Credit (AE 637 - Overall)	40		50	62	78
Participants Who Transition to PS CTE (AE 636 - Overall)	152		190	238	297
Participants Who Transition to ASE (AE 500 - Overall)	124		155	194	242

Table 10. Santa Paula Unified (Reported by Santa Paula Unified School District)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	197	97	111	127	145
Participants by 2nd Quarter After Exit (AE 505 - Overall)	12		14	16	19
Progress					
Participants with EFL Gains in ESL (AE 400 - ESL)	69	20	25	31	39
Transition					
Participants Who Transition to ASE (AE 500 - Overall)	16		20	24	30

Table 11. Simi Valley Unified (Reported by Simi Institute for Careers and Education)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	1,979	1,108	1,618	1,698	1,783
Participants by 2nd Quarter After Exit (AE 505 - Overall)	363		252	265	278
Median Change in Earnings (AE 801 - Overall)	2		17	19	21
Progress					
Participants with EFL Gains in ABE (AE 400 - ABE)			4	5	6
Participants with EFL Gains in ASE (AE 400 - ASE)	42	24	35	37	39
Participants with EFL Gains in ESL (AE 400 - ESL)	222	99	173	182	191
Participants Completing EL Civics COAPP / Course (AE 411 - Overall)	308	152	214	225	236
Success					
Participants Who Earn an HSD / HSE (AE 633 - Overall)	28	36	28	30	32
Participants Who Earn a PS Credential (AE 625 - Overall)	558	223	215	226	237
Transition					
Participants Who Transition to PS Credit (AE 637 - Overall)	25		27	29	31
Participants Who Transition to PS CTE (AE 636 - Overall)	43		36	38	40
Participants Who Transition to ASE (AE 500 - Overall)	25		25	25	25

Table 12. Ventura County Office of Education

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
*Adults who Became Participants (AE 202 - Overall)					
Participants by 2nd Quarter After Exit (AE 505 - Overall)					
Median Change in Earnings (AE 801 - Overall)					
Progress					
Participants with EFL Gains in ABE (AE 400 - ABE)					
Participants with EFL Gains in ASE (AE 400 - ASE)					
Participants with EFL Gains in ESL (AE 400 - ESL)					
Participants Completing EL Civics COAPP / Course (AE 411 - Overall)					
Success					
Participants Who Earn an HSD / HSE (AE 633 - Overall)					
Participants Who Earn a PS Credential (AE 625 - Overall)					
Transition					
Participants Who Transition to PS Credit (AE 637 - Overall)					
Participants Who Transition to PS CTE (AE 636 - Overall)					
Participants Who Transition to ASE (AE 500 - Overall)					

Table 13. Ventura County CCD (Reported by Ventura District)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	456	715	786	864	950

Table 14. Ventura Unified (Reported by Ventura Adult & Continuing Education)

Metric	Actuals		Targets		
	2019-20	2020-21	2022-23	2023-24	2024-25
All					
*Adults who Became Participants (AE 202 - Overall)	1,685	1,135	1,289	1,353	1,421
Progress					
Participants with EFL Gains in ABE (AE 400 - ABE)	158		90	95	100
Participants with EFL Gains in ASE (AE 400 - ASE)	99		148	155	162
Participants with EFL Gains in ESL (AE 400 - ESL)			80	90	95
Participants Completing EL Civics COAPP / Course (AE 411 - Overall)			130	136	142
Success					
Participants Who Earn an HSD / HSE (AE 633 - Overall)	71		88	97	105
Participants Who Earn a PS Credential (AE 625 - Overall)	223		63	66	69
Transition					
Participants Who Transition to PS CTE (AE 636 - Overall)	117		129	135	142
Participants Who Transition to ASE (AE 500 - Overall)	79		40	42	44

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Conejo Valley Unified	100%	82%	0%	60%	60%	60%
Fillmore Unified	100%	51%	0%	60%	60%	60%
Moorpark Unified	100%	28%	0%	60%	60%	60%
Ojai Unified	100%	8%	0%	60%	60%	60%
Oxnard Union High	100%	84%	0%	60%	60%	60%
Santa Paula Unified	100%	100%	0%	60%	60%	60%
Simi Valley Unified	100%	98%	0%	60%	60%	60%
Ventura Unified	100%	90%	0%	60%	60%	60%

Funds Evaluation

Member Allocations and Expenditures

Table 3. Member Allocations and Expenditures

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

Funds Evaluation

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

Objectives

Address Regional Needs

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

Gaps in Service

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

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

Leveraging Resources

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

1. Participate in and support grant programs provided by WDBVC to enhance student learning opportunities, such as the WIOA Youth Grant and the Disability Employment Navigator Programs.
2. VCAEC will invite Ventura County partners to participate in VCAEC monthly meetings, including representatives from the Library System, Workforce Development Board, and the Economic Development Council of Ventura County.
3. Hold monthly board meetings to share best and promising practices, evaluate progress and performance, and discuss emergent issues.
4. Continue to serve as a voting member of the WDBVC, for a second 3-year term, representing all adult education regional programs

Activities & Outcomes

Activity 1.1

Support or expand offsite, online / hybrid/distance learning opportunities, or other modalities designed to improve access

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

This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Equity and Technology/Distance Learning**.

Outcomes:

Short-Term	Intermediate	Long-Term
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1-12 Months	1-3 Years	3-5 Years
<ul style="list-style-type: none"> • increased access to programs & services • Students enroll in new or enhanced online / hybrid courses as well as offsite programs in ESL 	<ul style="list-style-type: none"> • More students enroll in AE programs • Increased persistence and completion rates 	<ul style="list-style-type: none"> • Students face fewer barriers to academic and professional goals

Adult Education Metrics & Student Barriers

Student Barriers: Low Literacy (AE 311 - Overall)

Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Activity 1.2

Shared Marketing / Targeted outreach, including to underserved populations

Description: Establish a marketing committee to explore ways to share effective practices, and coordinate and expand marketing efforts county-wide, including consideration of securing a marketing firm to support these efforts.

This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priority of **Marketing**.

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> Marketing committee established and outreach approach clarified 	<ul style="list-style-type: none"> Marketing resources developed and plan implemented Students & other stakeholders express greater awareness of program & service offerings Increases in enrollment among underserved communities 	<ul style="list-style-type: none"> More students from underserved communities improve English language skills, earn HSD/HSEs, and industry-valued certifications Increased collaboration / referral among community partners

Adult Education Metrics & Student Barriers

Student Barriers: Low Literacy (AE 311 - Overall)

Activity 1.3

Increase the number of courses in CAEP program areas based on community need and demand.

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

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> • Moorpark develops paraeducator training program • SICE completes temporary space & pre-apprenticeship program • Oxnard establishes ESL courses offsite at Rio, Oxnard, and Oceanview elementary schools 	<ul style="list-style-type: none"> • Ojai develops and implements courses in life skills & culinary • VACE develops and implements Vet Tech program, expands ESL/ABE/ASE offerings for adults on elementary and middle school campuses, extends TRJ Food Service & Hospitality to female inmates • SICE completes site for construction trade program 	<ul style="list-style-type: none"> • More students enroll and successfully complete programs

Adult Education Metrics & Student Barriers

Student Barriers: Low Literacy (AE 311 - Overall)

Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Activity 1.4

Coordinate with the EDC to support curriculum development/implementation related to Digital Upskilling grant.

This activity aligns with AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Program Development / Curriculum / Classroom & Technology and Distance Learning**

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> Coordinate with EDC to assist in identifying competencies and available curricula 	<ul style="list-style-type: none"> Develop or implement digital upskilling course(s) if tapped to do so 	<ul style="list-style-type: none"> Students are equipped to use technology to advance their personal and professional goals

Adult Education Metrics & Student Barriers

Student Barriers: Low Literacy (AE 311 - Overall

Activity 1.5

Increase enrollment in Santa Paula / Fillmore area

Description: Coordinate across agencies to buttress or build capacity and increase student enrollment or success.

This activity aligns with the AB104 Objective of **Gaps in Service** and the CAEP State Priorities of **Program Development / Curriculum / Classroom**.

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> Convene planning group to evaluate develop ideas or plans to support program expansion and success 	<ul style="list-style-type: none"> Plans to increase student enrollment and capacity are implemented More students earn HSD/HSEs, demonstrate gains in English language proficiency 	<ul style="list-style-type: none"> Students face fewer barriers to academic and professional goals Students expand ideas about career paths available

Adult Education Metrics & Student Barriers

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

Improve Integration of Service & Transitions

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

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

Activity 2.1

Improved or expanded academic or career-planning supports & transitions

Description: Extend individualized education / career planning to all students regardless of program area and increase coordination and referrals to partners and employers.

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

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> • Bridge program between SICE and Moorpark College established • Oxnard College counselor embedded onsite at Oxnard AE • VACE creates plans and templates for facilitating and tracking student transitions • CTE Site visit provided at VACE HSD College and Career Course • Establish mechanism to inform students of other program offerings 	<ul style="list-style-type: none"> • More students participate in counseling services and transition into CC or other program areas • Agencies have implemented one strategy to promote programs with existing students 	<ul style="list-style-type: none"> • Student tracking and retention are improved • Tracking systems are scalable • Students are more knowledgeable of the array of programs and services available to them

Adult Education Metrics & Student Barriers

Student Barriers: Low Literacy (AE 311 - Overall)

Transition: Participants with Transition to ASE (AE 500 - Overall)

Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Activity 2.2

Develop or Expand IET/IELCE/Contextualized Learning Opportunities

Description: Create or expand IET / IELCE offerings region-wide.

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

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> • Conejo expands IET/IELCE in medical • Moorpark researches IELCE for C&C • SICE increases marketing for IET/IELCE for General Office Clerk and Machine Technology • VACE implements landscaping and custodial at Todd Road Jail 	<ul style="list-style-type: none"> • More students enroll in IET/IELCE region-wide • Ojai begins exploring IET/IELCE, leverages lessons learned from member implementations 	<ul style="list-style-type: none"> • Students are better prepared to enter the workforce • Students face fewer barriers to success

Adult Education Metrics & Student Barriers

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

Improve Effectiveness of Services

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

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

Activity 3.1

Expand / continue to support faculty and staff professional learning opportunities

Description: Provide staff / faculty with professional development opportunities

This activity aligns with AB104 Objective of **Professional Development** and the CAEP State Priorities of **Program Evaluation**.

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> Discuss findings from the survey of faculty/staff and develop plan for collaborative PD 	<ul style="list-style-type: none"> PD calendars & activities are aligned with districts 1 to 3 collaborative PD sessions held Hold at least one job-alike convening 	<ul style="list-style-type: none"> Faculty / staff skills are improved Increased collaboration and knowledge-sharing among agencies

Adult Education Metrics & Student Barriers:

Student Barriers: Low Literacy (AE 311 - Overall)

Activity 3.2

Increase cultural awareness and diversity

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

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

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> Identify avenues for professional development around implicit bias 	<ul style="list-style-type: none"> Workshops or trainings are delivered Faculty / staff are better able to adapt practices to ensure equity and reduce implicit bias 	<ul style="list-style-type: none"> Learning environments are more inclusive and inviting

Adult Education Metrics & Student Barriers:

Student Barriers: Low Literacy (AE 311 - Overall)

Activity 3.3

Improve / Coordinate Data Collection and Analysis

Description: Increase paired pre- and post-test scores and develop annual student survey (or equate existing surveys) to better understand students' experiences consortium-wide.

This activity aligns with AB104 Objective of **Student Acceleration** and the CAEP State Priority of **Program Evaluation**.

Outcomes:

Short-Term 1-12 Months	Intermediate 1-3 Years	Long-Term 3-5 Years
<ul style="list-style-type: none"> Establish baselines and targets by agency for pre- and post-test scores & develop strategies for tracking and improving outcomes Adapt consortium survey or equate local surveys for consortium-wide implementation 	<ul style="list-style-type: none"> Pre- and post-test numbers increase Administer consortium survey and analyze results, and develop initiatives based on lessons learned 	<ul style="list-style-type: none"> Students' perspectives are better reflected in agency practices Students feel more welcome and are retained and complete programs in greater numbers

Adult Education Metrics & Student Barriers

Student Barriers: Low Literacy (AE 311 - Overall)