

# 20 San Diego East Region Adult Education: Certified

## Details

### Consortium Information

**Consortium Name:**

20 San Diego East Region Adult Education

**Consortium Short Name:**

20 San Diego East (Grossmont-Cuyamaca)

**Address:**

8800 Grossmont College Dr. | El Cajon, CA | 92020

**Website:**

<https://adulthoodworks.org/>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$9,286,512

**CAEP Funds 2021-22:**

\$8,816,589

**CAEP Funds 2020-21:**

\$8,473,413



# EAST REGION ADULT EDUCATION

Education That Works

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## Consortium Contacts

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Fiscal Contact	Sally Cox	<a href="mailto:sally.cox@gcccd.edu">sally.cox@gcccd.edu</a>	CEO	(619) 644-7684

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Grossmont Union High</a>	High School District	Kim Bellaart Grossmont Adult Education	(619) 588-3511
<a href="#">Grossmont-Cuyamaca CCD</a>	District	Cynthia Nagura	(619) 644-7683
<a href="#">Mountain Empire Unified</a>	Unified School District	Dr. Patrick Keeley Mountain Empire Unified School District	(619) 473-9022

## Executive Summary

### Executive Summary \*

East Region Adult Education (ERAE) is focused on emerging with stronger programs that will thrive on (and require) coordination across education, workforce development and business partners. As a consortium, we have opportunities to strengthen the well-being of our communities and align our programs with the region's industry sector needs. We have built a foundation on which to develop programs that support especially adults from underserved populations in gaining a marketable set of skills and accessing the level of education necessary to establish long-term economic self-sufficiency.

To be successful and effective, **ERAE** needs to be **easily accessible and understood as a resource throughout our East Region communities**. This will require **increasing awareness through targeted outreach** that addresses the needs of specific populations: English language learners (ELL) with significant other basic needs; ELL who live near or below the poverty level and often work in entry-level positions without true opportunities for advancement; adults without a HS diploma; adults with low literacy levels; and older adults. Other targeted groups include incumbent workers, older of age students, and students between 18 and 24 years old who might want to take time before transition to college. ERAE has the flexibility to augment and extend the regional Guided Pathways implementation through aligned Adult Secondary Education and Career Training programs. Through digital environments (websites, social media) and collateral materials, available in multiple languages and with information on available options, we will market classes in broad, career-focused paths that guide students to enter adult education. Most of our stakeholders learn about ERAE from family and friends, and word-of-mouth. The creation of an alumni and intergenerational network can further promote our “brand recognition” and help ERAE be a part of a distributed system of adult education and community well-being. In addition to websites and social media, a mixed approach can incorporate technologies developed by the Strong Workforce Consortium (e.g., Program Finder for outreach with school and career counselors, as well as CBOs), the data repository regional adult education consortia developed (especially for marketing to business partners and increasing visibility overall), and events such as education and careers expos organized in partnership with basic needs providers and social service organizations.

Programs, services, and transitions are successful when our learners are fully engaged. **Streamlining “high-touch” onboarding processes** and aligning them with expanded student support services will clarify programs and expectations, clearly identify critical milestones, highlight necessary strategies to be successful in college and career preparation, and promote engagement and self-agency. Every adult education student will be supported in exploring their options through multiple measures and be provided scaffolding of training as needed. Five clearly mapped **training and education paths** (Education, Medical, Business/Finance, Applied Technology, Culinary Arts/Hospitality) integrate prior life and work experience; life and career planning; aligned or articulated learning and training; intentional use of technology; a comprehensive support system; potential zero-cost co-enrollment with college partners, **incentivized training programs**, and potential direct placement into employment.

The consortium will continue to **expand its system of Professional Learning (PL)** to deepen the understanding of experiential, work-based learning and assessment models across the curriculum. Teachers and staff are engaged in the improvement of services and transitions when they have the right tools and can draw on supportive regional collaboration. Members will create opportunities for work shadowing across programs and with industry partners. As a member of the "super region," ERAE will facilitate thought exchanges and project work across consortia that benefit staff with distinct work responsibilities.

The goal for ERAE is to provide equitable opportunities for access and success. We will foster collaborative opportunities that prioritize **transitions toward economic and social mobility**. Over a third of our region's residents whose income is near poverty or less speak English less than well; only 12% of our consortium's students transition from ESL programs to career training, and only 6% transition to college. A focus on successful transitions as well as an emphasis on the development of tools that give ERAE the ability to support students in connecting to just-in-time, tailored programs will **strengthen the role ERAE plays in a collective impact ecosystem**.

## Assessment

### Overview and Preparation \*

With the adaption of the consortium's *annual* plan in August 2021, ERAE members asserted their commitment to **Education That Works, Transitions That Matters, and Students Who Succeed**, and agreed on a strategic planning process that would combine an outcomes measurement approach and system-building efforts under the guidance of the consortium's advisory council. In addition to aligning with several state initiatives (e.g., the Department of Education, Adult Education Office Continuous Improvement Plan, Perkins, WIOA I and II reporting), this blended approach has enabled us to:

- Clarify internal and external, and local and regional expectations: Whom are we serving how and why? How well are we serving our communities? How do our community members benefit from our programs and services?
- Build commitment among consortium members: How do we SOAR? (What are our strengths, opportunities, aspirations, and resilience?)
- Strengthen communication with our business, education, and community partners: How does making our programs more effective benefit more people? How are programs, services, and regional resources aligned?

Because we understand ourselves as playing an important role in a larger collective impact ecosystem within distinct socio-economic and socio-cultural contexts, we consulted the following data sources:

- CASAS TOPSpro and Perkins Core Indicator reports for the analysis of member-specific outcomes data and performance
- CAEP reports, [CAEP fact sheets](#), and [AEP score card](#) for analysis of consortium-wide data and comparison to other consortia across the state
- [CA Healthy Places Index](#) for insights in social determinants of well-being

- GCCCD's Student Success Metrics for better understanding existing pathways, dual enrollment opportunities and leveraged student support services
- San Diego County Office of Immigrant and Refugee Affairs: County Arrivals Reports for context and analysis of newcomer data
- Metropolitan Area Employment and Unemployment Reports for exploring shifts and trends in more recent data
- SANDAG – Regional Economic Update (October 14, 2021, by Ray Major, to the East County Chamber of Commerce Leadership Program and in partnership with East Region Adult Education) for insights into challenges and opportunities in our region (defined by the consortium's geographic boundaries)
- Centers of Excellence for Labor Market Research San Diego/Imperial Counties Subregional Profiles, esp. "Subregional Profile: East", Feb 2, 2022 for a better understanding of the current and projected labor market and opportunities for alignment and program development with local and regional business partners.
- World Population Review for disaggregation of regionally specific demographic and socio-economic estimates
- San Diego Workforce Partnership (SDWP) Research (<https://workforce.org/research/>) for collaboration on workforce development initiatives and braiding of WIOA programs

The outcomes measurement approach helped us refine our internal metrics of success:

- Connection: outreach and ecosystem-building processes
- Entry: onboarding, enrollment
- Progress: transitions along paths within adult education
- Transitions: to post-secondary; to completion of certificates, to college, to employment

These metrics align with the community colleges' *Guided Pathways* initiative and set the stage for communication among consortium members, across partners, and with stakeholders. During a kick-off planning summit in Spring 2021 and over the course of workshops and several focus group meetings with students and stakeholders, held in Fall 2021 and Spring 2022, the data sets and reflection questions were introduced to more than 150 participants, and feedback and contributions were collected and shared on a public website. This website also hosted a survey, summarized and displayed aggregated data, and provided additional resources and information about the consortium's previous and current work. To focus our resources and leverage others' better, we conducted an environmental scan and surveyed partners such as refugee resettlement agencies, local healthcare, housing, and other support services, the San Diego Futures Foundation, and the SDWP. Data gathered that way helped us understand the impact the pandemic had especially on those who were already struggling in 2019, including households that earn too much to qualify as "poor" but are still unable to cover basic household expenses in the areas where they live.

System-building efforts allowed us to overcome some of the limitations an outcomes measurement approach has. ERAE programs are part of a much larger ecosystem with interdependent factors influencing our communities. For some outcomes that can be quite difficult to measure, e.g., the extent to which advocacy and transition services have been successful, the consortium partnered with a WestEd research team. The WestEd team's analysis of the effectiveness of consortium structures and services augments our findings and contributions from members and stakeholders.

### Regional Alignment and Priorities \*

Alignment is crucial for any ongoing, meaningful collaboration to develop solutions addressing economic inequality, empowering low-income workers to advance economically, and focusing on racial equity and communities' well-being. The consortium's efforts are aligned along cross-cutting issues and areas in need of investment in our region: increase access to education and employment pathways and create sustainable pathways (i.e. expand access to quality jobs, quality childcare, affordable housing, and sustainable careers). We are partners in a multi-agency MOU developed and executed by the SDWP; collaborate in a super region that brings together six local CAEP consortia monthly; coordinate program offerings with refugee resettlement agencies, San Diego's Literacy Coalition and library systems, human services and affordable housing organization; and partner with the regional EDC's Advancing San Diego initiative as a preferred training provider. With the SDWP we created a cooperative working relationship to align goals and individual roles toward achieving three main objectives set forth in the Workforce Development Strategic Plan: foster demand-driven skills attainment; enable upward

mobility for adults in our communities; and coordinate and integrate programs and services. Mapping adult education paths toward employment with partners at SDWP's affiliated career centers, we developed a holistic approach that braids support and transition services, basic skills classes and career training for CET (Contracted Education Training) and ITA (Individual Training Account) students (Title I and II) in short-term programs for applied technology and health occupations. CET programs have become an important component of our evolving ecosystem and our partnerships among consortium members and with WIOA Title I providers. Training agreements emphasize the commitment to serve target populations through co-enrollment in Title I and Title II and, whenever possible, shared case management that helps leverage additional resources, including social service programs (e.g., CalWORKs – Rescare, PCG; IRC; Catholic Charities) and leads to smooth transitions to career and/or college. Implementing SB 544 in close partnership with GCCCD has opened additional opportunities for alignment with career pathways programs and basic needs/basic rights support services available on campus. ITAs, the vehicle envisioned to support the most underserved populations, pose a challenge we are striving to tackle with our AJCCs and the Center of Excellence in Labor Market Research. As long as a regional ETPL identifies the providers who are eligible to receive ITAs, training programs offered through our consortium often do not qualify, despite a researched and confirmed *local* high demand, and thus become inaccessible to those with the most economical and educational barriers. In addition, ETPL application and reporting processes are not aligned between partners and pose a burden on both staff and students. Across our super region's consortia and in partnership with the SDWP, we are therefore considering creating new structures and improved processes for students/WIOA clients to understand and succeed in adult education programs.

In partnership with other regional adult ed consortia and the Strong Workforce regional consortium, we also developed an inclusive vision that weaves equity and principles of guided and career pathways throughout. Collaborative efforts to align CTE course offerings to occupations (SOC) and community college Taxonomy of Program (TOP) codes resulted in a shared repository of Occupational Training Programs, designed as a staging ground for adult education career education program data and a resource for promoting coordination and collaboration among adult education CTE providers region wide.

A priority of the planning process was to ensure inclusion of all stakeholders and transparency throughout. To that end we also discussed the alignment of priorities and efforts of member-specific WIOA Continuous Improvement Plans, WASC plans, and Perkins goals. All these plans are aimed at increasing workforce outcomes for job seekers in general and special populations in particular; ensuring access and fostering success in equity-driven contextualized programs that are augmented with improved onboarding, advising, and counseling processes. Within a collective impact ecosystem, priorities and services intersect in various ways: Increased persistence among ESL students and increased implementation of IET programs can lead to seamless transitions to college and workforce; co-enrollment under SB 554 and IET programs can lead to increased high school diploma and transition to postsecondary rates. Responsive customer services and targeted marketing can lead to more effective workforce pathways tailored to our high-need populations.

### **Evaluate the Educational Needs of Adults in the Region \***

San Diego's East region has its unique challenges and needs. A review of the region, [utilizing various data sources](#), indicates that among adults in our region: 77,944 (19 %) are foreign-born; 12% have less than a high school diploma; 15% self-report speaking English less than well; over 40% self-report English, 25% indicate Spanish; and 15% self-report Arabic as their home language; 72% of live in the region and work outside of the region; about 25% have an income below \$ 60,000; and 17% live near poverty or below the poverty level. The greatest population change expected will be in the 65 years or older age group, which is projected to increase by 25%. This is significant for at least two reasons: The cost of living in the area is much higher than the national average (160.1 on the cost-of-living index) and will most likely increase the need for retraining and post-retirement employment. Secondly, the child dependency ratio and age dependency ratio are relatively high across the region, which might point to older adults to take care of children and/or support school-aged children.

In addition, our area saw an influx in individuals who arrived as refugees or parolees (2,571 between October 2021 and March 2022), after refugee resettlement had almost come to a halt. Rebuilding the system will require even closer relationships between government entities, NGOs, CBOs and public education providers. Though the newcomers' urgent needs are known, we are not always able to address them right away, or at all, within the constraints of our socio-political circumstances. Newcomers arriving as parolees, for example, don't always receive the same federal and state support as refugees. Deeper community engagement will be key to the successful implementation of culturally competent, trauma-informed programs and wrap-around services.

Though refugee newcomers, tribal communities, and underserved, high-need communities represent a significant number of potential students, only a small percentage are being served. Of the nearly 500,000 people who are 18 years or older in our area, ERAE serves about 4% of those with no high school diploma, 19% of those with limited English, and only 5% of those who are low income. There are several factors that created barriers to engagement: Existing transportation and employment corridors have always disadvantaged potential consortium students who live across the Mtn Empire region. In addition to COVID, the high cost of living raises opportunity costs for any potential student in our programs. The **self-sufficiency standard for our region** has risen to \$ 19.71 per adult/hour (or \$81,988.42 for a household with two adults, one preschool-age child and one school-age child); the average rent for a one-bedroom apartment has increased by 49% (to \$ 2,270). At the same time, employment opportunities have been expanding, especially in leisure, hospitality, and food services. This reality is reflected in a decline in overall numbers of students served in the consortium (an overall 32% decline in students served from 2018-19 to 2020-21). To serve potential students who would benefit from our programs to achieve higher wages, we will need to address the true cost to students, including time and potential of lost wages from an available, but lower paying job.

We have built a foundation on which to develop programs that support adults, especially from traditionally underserved populations, in gaining a marketable set of skills and accessing the level of education necessary to establish both long-term economic self-sufficiency and economic security. The **Centers for Excellence** forecast an increase in the number of jobs in the East Region from 171,654 to 178,745, which is an increase of 7,091 jobs or four percent between 2020 and 2030. Employers in our region are projected to hire 19,370 workers annually; especially in middle-skill occupations. We have not yet been able to engage adult learners who might fill these positions.

In several workshops and focus groups, planning participants identified several concerns, utilizing data provided:

- The need for more support services
- Limited access to transportation, childcare, and technology
- The need for initial onboarding and assessment (including prior work and learning assessment)
- A lack of awareness among stakeholders of programs and resources available
- The imperative to align and coordinate programs and services with business partners and high-priority middle-skills occupations

Workforce and education programs need to be accessible for all, especially populations with barriers to employment, and ensure that everyone has access to a marketable set of skills. To achieve scale and impact, the consortium also needs to explore new marketing and outreach strategies, prioritize professional development that matches the changing needs of business partners and the technologies used, and invest in earn-and-learn programs that incentivize training and lead to meaningful careers.

### **Contributions by Entities \***

The strategic plan is the top-level planning document consortium members designed to set the path forward. It is built on a cascading philosophy: During a **kickoff summit** in April 2021, representatives from each consortium member (Grossmont Adult Education (GAE)/GUHSD, Mtn Empire/MEUSD; GCCCD) brought in consortium partners and community stakeholders to share their higher level priorities and objectives and to explore possible gaps, overlaps, and alignment of services. The planning process initiated was based on guiding principles:

- Work toward collective impact
- Leverage and cultivate regional capacity
- Develop dialog with new and existing partners
- Strive for transparency and clarity

An advisory council was established to review the summit's findings and recommend next planning steps. Deans of Career Education from Grossmont and Cuyamaca College shared disaggregated data for first-year students and students transitioning from an adult school to college; counselors from the colleges and the consortium's transition specialists reviewed matriculation, enrollment, and special admittance processes; program directors from both adult schools presented student success data compiled by GAE's data technician; the VP of Human Resources for Viejas Casino & Resort provided

insight in regional business needs; and the San Diego Workforce Partnership (SDWP) Operational Manager presented an overview of planning and operational documents of the regional workforce board. The council then initiated a shared planning process with several guiding questions. The consortium manager created a [public strategic planning site](#) that laid out the components, timeline, priorities, goals, data, and planning activities and provided regular updates on the process. A series of workshops and focus groups were established to collect more specific input from our [business partners](#), [students](#), [teachers and staff](#), and [community partners](#). The manager completed an analysis of data from CAEP fact sheets, the Adult Ed Pipeline, a report prepared for the consortium by SANDAG, and data summaries prepared by GAE's data technician. GAE shared their CIP, Perkins, and WASC reports and action plans. The consortium manager and GAE's director participated in activities of the regional Strong Workforce Consortium. Reports and strategic plans from SDWP and EDC were reviewed. Planning updates were shared with the consortium's Governing Board whose members provided the feedback that set the stage for the final plan.

## Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeshi
*Grossmont Union High	Member Representative	109	1,668	2,246	1,356	0	0	2,778	62	0
*Grossmont-Cuyamaca CCD	Member Representative	0	0	0	0	0	0	0	0	0
*Mountain Empire Unified	Member Representative	0	10	0	0	0	0	12	0	0
<b>Total Participants</b>		<b>109</b>	<b>1678</b>	<b>2246</b>	<b>1356</b>	<b>0</b>	<b>0</b>	<b>2790</b>	<b>62</b>	<b>0</b>

\* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Catholic Charities	Community Organization	×	×	✓	×	×	×	×	✓	×
International Rescue Committee	Other	×	×	✓	×	×	×	✓	✓	×
Somali Family Services	Community Organization	×	×	×	×	×	×	✓	✓	×
San Diego Workforce Partnership	Workforce Development Board	×	×	×	×	✓	×	✓	✓	✓
San Diego Regional EDC	Workforce Development Board	×	×	×	×	×	×	×	✓	×
San Diego Job Corps Center	Other	✓	✓	×	×	×	×	×	✓	×
San Diego County Library System	Other	×	✓	✓	×	×	×	×	×	×
Public Consulting Group	Business	×	×	×	×	×	×	×	✓	×
San Diego County Sheriff's Department	Other	×	✓	×	×	×	×	✓	✓	✓
East County Career Center	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Grossmont Union High School District	Other	✓	✓	✓	×	×	×	×	×	×



Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
YMCA East County	Other	×	×	×	×	×	×	×	✓	×
Department of Rehab	Community Organization	×	×	×	×	×	×	×	✓	×
St Madeleine Sophie's Center	Community Organization	✓	×	×	×	✓	×	×	✓	×
Campo Kumeyaay Nation Education Center	Other	✓	✓	×	×	×	×	×	×	×

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

ERAE’s three members - GUHSD, GCCCD, and MEUSD – currently provide adult education and training opportunities as well as student support services in medical and non-medical CTE, ESL, Citizenship, Digital Literacy, High School Diploma/Equivalency Programs, and Adult Basic Education. Students have access to extensive services that support students in transitioning to college and careers. GAE offers a spectrum of classes and programs for approximately 99% of the consortium’s students. GCCCD provides support for agency-wide coordination and transition services in the three major languages spoken by our students (including 5 transition specialists, a business engagement, and a Professional Learning and LMS Coordinator). Specialists and coordinators have developed a comprehensive system that helps students identify career options and goals; supports students in transitioning smoothly and across members and partners to college and career; and they conduct outreach to help communities understand educational options and services available. GCCCD support also encompasses ongoing needs analysis informed by labor market data and assessment of community needs; and implementation of technology-supported case and learner management tools. GAE receives WIOA Title II and Perkins funding. The funds are leveraged to supplement ABE, ASE, and ELL population and CTE programs. Regular advisory meetings and a business roundtable are used as a time for business partners to guide GAE in providing programs with current industry standards. A comparison of current instructional programs to regional labor market information shows that CTE course offerings are aligned with the 10 largest industries and will benefit from realignment with the fastest growing occupations.

Our students live and work across consortium lines and (have to) navigate very different education and training systems. We need to design and implement student-centered paths that clearly delineate on and off-ramps, requirements, and opportunities. Mapping efforts need to be further coordinated with the other adult ed. consortia in the region. Work and focus groups voiced a need for better integration with CBOs and suggested creating a sharing platform that incorporated mental health and well-being resources and activities.

GAE and MEUSD are in the process of returning to in-person instruction. In surveys and focus groups, students voiced preference for blended learning modalities; we need to continue offering them.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Long Term Unemployed (AE 309 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

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

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

#### Adult Ed Metrics

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

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

#### Adult Ed Metrics

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

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

#### Adult Ed Metrics

- Median Change in Earnings (AE 801 - Overall)
- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	8,535	4,998		8,800	9,800	10,600
Student Barriers	English Language Learner (AE 305 - Overall)	2,671	1,662		3,500	4,000	5,000
Student Barriers	Low Literacy (AE 311 - Overall)	5,091	3,168		6,000	6,400	7,000
Student Barriers	Low Income (AE 310 - Overall)	4,755	2,396		4,800	5,200	6,000
Student Barriers	Long Term Unemployed (AE 309 - Overall)	70	72		80	100	150

## Member Level Metric Targets

\* Mandatory for all members

**Grossmont Union High (Reported by Grossmont Union High School District Adult Education)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	4,324	3,194		4,500	5,000	6,500
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)	644			650	750	850
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				15.0%	15.0%	15.0%
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	122	162		130	140	150
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	1,769	1,276		1,800	1,900	2,000
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	177			200	250	300

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	272			300	350	400
Transition	Participants with Transition to ASE (AE 500 - Overall)	149			200	250	300

### Grossmont-Cuyamaca CCD (Reported by Grossmont-Cuyamaca District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				0	0	0
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				0.0%	0.0%	0.0%
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

**Mountain Empire Unified (Reported by Mountain Empire Unified School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)		16		40	52	60
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				10	15	20
Employment and Earnings	Median Change in Earnings (AE 801 - Overall)				5.0%	5.0%	5.0%
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				5	7	5
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				8	8	8
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				2	2	2



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				2	2	2
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

## 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
Grossmont Union High	100%	100%	59%	100%	100%	100%
Grossmont-Cuyamaca CCD	100%	100%	57%	100%	100%	100%
Mountain Empire Unified	100%	100%	5%	100%	100%	100%

## Objectives

### Address Educational Needs

#### Description of Objective \*

As indicated in section 2, we are serving only a small percentage of those in our communities who could benefit from programs and services. Raising awareness of and connecting East Region adult learners to *Education That Works* was identified as a priority across stakeholders. To be successful and effective, ERAE needs to be easily accessible and understood as a resource throughout our East Region communities. This will require **increasing awareness and targeted outreach** that addresses the needs of specific populations: English language learners (ELL) with significant other basic needs; ELL who live near or below the poverty level and often work in entry-level positions without true opportunities for advancement; adults without a HS diploma; adults with low literacy levels; and older adults. Other targeted groups include students who have just graduated from high school (and who might want to take time before transitioning to college) and older of age students. A recent survey (n=6,047) by the regional Strong Workforce Consortium indicated that 68% of students grade 9-12 in the region do not know about available adult ed options. At a time when our community college partners see a decrease in enrollment,

ERAЕ has the flexibility to **augment and extend the regional Guided Pathways** implementation through aligned ASE and CTE programs. Intentional outreach also needs to include incumbent workers and those who need to up-skill. Through digital environments (websites, social media) and non-tech media, available in multiple languages and with information on all available options, we will market classes in broad, career-focused paths that guide students to enter adult ed.; with unique collateral for each population, we can address motivations and services supporting transition into employment and further education. Many of our stakeholders (still) learns about ERAЕ from family and friends, and word-of-mouth. The creation of an alumni and intergenerational network can further promote our “brand recognition” and help ERAЕ co-create and be a part of a distributed system of adult education and community well-being. Together with local AJCCs and the SDWP, we are also considering developing shared media toolkits to connect the shared populations we serve. Teachers emphasized that the consortium needs to explore new venues and ways for **marketing** not only programs but also the academic, training and support services. The ERAЕ's Governing Board shared this sentiment and recommended a mixed approach. In addition to websites and social media, this approach can incorporate technologies developed by the Strong Workforce Consortium (e.g., **Program Finder** for outreach with school and career counselors, as well as CBOs), the data repository regional consortia developed (especially for marketing to business partners and increasing visibility overall), and events such as education and careers expos organized in partnership with basic needs providers and social service organizations. Strategic planning workshops and focus groups stressed time and again that building equitable opportunities for access/onramps to training programs must include **onboarding processes** that

- Introduce transparent options and opportunities for adult learners that **focus on transitions**
- Support adult learners in making informed choices and planning across programs, and in non-linear ways
- Include prior learning and working assessments to expedite program completion
- Prepare learners for accelerated training options
- Incentivize training participation and completion by offering earn-and-learn programs

The goal for ERAЕ is to provide equitable opportunities for **access and success**. Planning partners and participants in focus groups alike also identified the need to foster collaborative **opportunities that prioritize transitions toward economic and social mobility**. Over a third of our region's residents whose income is near poverty or less speak English less than well; only 12% of our consortium's students transition from ESL programs to career training, and only 6% transition to college. A focus on successful transitions as well as an emphasis on the development of tools that give ERAЕ the ability to support students in connecting to just-in-time, tailored programs will **strengthen the role ERAЕ plays in a collective impact ecosystem**.

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## Improve Integration of Services & Transitions

### Description of Objective \*

The consortium will continue to **expand its system of Professional Learning (PL)** to deepen the understanding of experiential, work-based learning, and assessment models across the curriculum. Year 1 and 2 of the series established a shared understanding of priorities such as equitable education opportunities and adult learner-centered curriculum development. Starting with Year 3, we will need to look at strategies to further translate concepts into applications that make our learning environment - curriculum, instruction, classes, physical as well as virtual spaces - accessible to learners and their unique needs (also identified in section 2). Monthly PL Fridays (mornings) will continue to serve as a springboard for guided curriculum development workshops, data dialogs across stakeholders, 21st-century skills and technology trainings, and PLC work that helps teachers utilize data for the refinement of learning outcomes aligned across levels (ESL/ABE/ASE) and programs (ESL/CTE/college) and the design of equitable learning activities and curricular instruction. We will introduce learning portfolios as a tool and catalyst for PL. Teachers and staff are engaged in the improvement of services and transitions when they have the right tools (shared repositories for data, strategies, and community resources) and can draw on supportive regional collaboration. Members will create opportunities for work shadowing across programs and with industry partners. As a member of the super region, ERAЕ will facilitate thought exchanges and project work across consortia that benefits staff with distinct work responsibilities.

Programs, services, and transitions are successful when our learners are fully engaged and experience a sense of belonging. Streamlining “**high-touch**” **onboarding processes** across programs and aligning them with expanded student support services will clarify programs and expectations, clearly identify critical milestones, highlight necessary strategies to be successful in college and career preparation, and promote engagement and self-agency. Every adult education student will be supported in exploring their options through multiple measures and be provided scaffolding of training as needed for each student to succeed. ERAE has the flexibility to augment and extend the regional Guided Pathways implementation through aligned ASE and CTE programs and can address and meet the needs of our communities by offering choice and rigor. **Five clearly mapped training and education paths** (Education, Medical Occupations, Business/Finance, Applied Technology, Culinary Arts/Hospitality) integrate prior life and work experience; life and career planning; aligned or articulated learning and training; collaboration across programs and subject areas; intentional use of technology; a comprehensive support system; potential zero-cost co-enrollment with college partners, incentivized training programs, and potential direct placement into employment. The consortium works with business partners individually and across sectors (through a business roundtable) to meet their needs as well as incentivize training programs for our learners, and with stakeholders such as high schools, community-based organizations, veteran programs and services, churches, homeless shelters, and refugee resettlement agencies to motivate adult learners to enter adult education training programs.

In addition, the consortium plans to improve persistence through embedding support and transition services more systematically within and across programs and members. This can include individualized case management, satellite office hours with our partners in the tribal communities as well as guiding students who have already matriculated in utilizing adult education resources for further just-in-time support.

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## Improve Effectiveness of Services

### Description of Objective \*

When our students have opportunities to enroll in programs and classes with high employment potential and transition into college and/or career, education works. Based on the outcomes of the planning process, ERAE will focus on increasing **student engagement, persistence, and transitions** to postsecondary, college, and career. Five strategic plan implementation working groups (see also next section) and the business roundtable will be tasked with overseeing the execution of activities as well as the measurement of outcomes in the focus areas identified.

Common metrics were developed in year 3 of the last strategic plan; over the next three years, these metrics will serve as a baseline for **program as well as class level analysis**, and **yearly refinement of program goals**, and as a tool for the development of a framework to compare enrollment to the regional population demographics. In addition to the established CAEP metrics, ERAE program performance and progress measurements will be aligned with Perkins indicators, and reviewed against business metrics and identified regional and local priority sectors and occupations. Alignment and a framework for comparing consortium and member to regional demographics will allow us to develop benchmarks toward a better understanding of institutional equity. As a consortium, student level data on demographics, program enrollment, HSE/D and EFL gain outcomes, and barriers to employment will be tracked and studied to examine key metrics related to the success of adult students in achieving their stated goals within and between agencies. Further, quarterly data study sessions at the consortium level will be implemented as a mode of regular data review with members and stakeholders. As mentioned before, the consortium will continue to **expand its system of Professional Learning (PL)** and offer resources to support the effectiveness of services.

Participants in planning workshops and focus groups identified the need for additional resources, for teachers and students alike. The consortium's system-building efforts will be a continuation of an analysis and iteration project begun last year with a review of existing client/student-centered management platforms, networks and referral systems. Consortium leadership worked with the Sr. Transition Services Coordinator and consulted with a WestEd research team to evaluate the effectiveness of transition support services. Based on stakeholder recommendations, consortium members will consider joining a **multidisciplinary partner network** that uses a shared language and technology platform to deliver enhanced adult learner-centered collaboration and care.

## Activities & Outcomes

### Activity Name \*

Implement Targeted Outreach and Marketing

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

Develop outreach and messaging strategies that clearly and transparently communicate the benefits of our programs to our regional communities:

- Advertisement capturing student success stories and opportunities gained through adult ed programs, include access to websites and contact information as well as updates to programs; flyers will be consistent across members, translated into languages spoken within the region
- Digital campaign to coordinate consistent messaging across members by utilizing templates and shared branding materials
- Materials for special populations: Flyers and other materials to emphasize transitions and culturally specific milestones of value to adult learners
- Alumni and intergenerational networks can further promote our “brand recognition” and help ERAE be a part of a distributed system of adult education and community well-being.
- Bi-directional shadowing opportunities such as high school students and faculty to visit adult ed CTE programs; counselors, staff, teachers shadowing business partners and vice versa
- Outreach coordinated with education and workforce development partners

Goal: Increase the number of adults served and the number of participants transitioning to postsecondary and career.

### Short-Term Outcomes (12 Months) \*

Members will:

- Create an Outreach workgroup;
- Design and distribute GAE catalog to introduce community members to programs and services offered;
- Compile and review targeted data reports; conduct research into the most effective means of communication with different target markets including print and web media;
- Align existing social media and create shared media toolkits with clear visuals to show paths and options

### Intermediate Outcomes (1-3 Years) \*

Members will:

- Coordinate social media campaign with business and community partners;
- Create and distribute print and web media for different target markets;
- Create measurement of effectiveness of campaigns and review/renewal cycle

### Long-Term Outcomes (3-5 Years) \*

Members will:

- Revise media tool kits and digital campaign based on measurements of effectiveness;
- Update materials to ensure programs are visible and details of program included;
- Follow renewal cycle

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

### Responsible person(s)

Name
Kim Bellaart
Ute Maschke

### Activity Name \*

Expand System of Professional Learning

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

Planning participants emphasized throughout that more time, training, and workshops to provide relevant professional development were needed. The consortium will expand the system of Professional Learning (PL) to deepen the understanding of experiential, work-based learning and assessment models across the curriculum. We will develop strategies to further translate concepts into applications in our learning environment - curriculum, instruction, classes, physical as well as virtual spaces - accessible to learners and their unique needs. PL opportunities are offered with the intent to provide strategies as well as tools and resources that can be used by participants right away.

Goal: Grow capacity to serve underrepresented and/or underserved students and increase the persistence rate

### Short-Term Outcomes (12 Months) \*

Members will:

- Create a Professional Learning workgroup to inform and coordinate PL (include at minimum PL coordinator, PLC leads, program specialists);
- Coordinate guided workshops informed by data analysis and with focus on implementation of topics introduced through the series (backward design, equitable opportunities; technology; data analysis);
- Coordinate job shadowing opportunities for CTE teachers and site visits for ESL and academic program teachers;
- Introduce portfolios for goal setting

### Intermediate Outcomes (1-3 Years) \*

Members will:

- Create a next shared PL plan, a PL calendar, and a shared repository of best practices in Canvas;
- Coordinate cross-training for Canvas utilization;
- Coordinate and contribute to regional opportunities for thought exchanges and professional learning;
- Develop assessment tools for effectiveness of PD and measurements of accountability;
- Consider implementing learning portfolios

**Long-Term Outcomes (3-5 Years) \***

Members will:

- Refine coordination of PL series and PL opportunities;
- Based on analysis, follow review-revise-iterate cycle, and coordinate cross-consortium Community of Practice focused on equitable, culturally relevant instruction

**Proposed Completion Date**

06/20/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Bill Dennett
Kim Bellaart
Ute Maschke

**Activity Name \***

Engage Students Strategically - Onboarding

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Feedback collected during the planning process showed that students appreciate the sense of community and "place" adult ed offers them, and stakeholders consider the onboarding process a crucial success factor and are concerned about students' digital literacy skills needed in today's learning and working environment. ERAE will continue to foster a sense of belonging by aligning transition services (currently "opt-in" services) with program-specific registration, orientation, and enrollment practices. Such practices include supporting students in making informed choices, planning across programs, and identifying next career steps and goals aligned to their skills and interests and regardless of entry point or level. Student-centered

onboarding processes will clarify programs and expectations, clearly identify critical milestones, highlight necessary strategies to be successful in college and career preparation, and promote self-agency. ERAE will work with business partners and stakeholders such as high schools, community-based organizations, veteran programs and services, churches, homeless shelters and refugee resettlement agencies to motivate adult learners to enter adult education training programs.

Planning discussions also pointed to the important role clerical/classified staff play in the student journey from first contact to transition to success. ERAE will support staff with professional learning opportunities focused on customer service, student-centered design, and student engagement.

Goal: Increase the number of participants completing programs and transitioning to postsecondary and career.

### **Short-Term Outcomes (12 Months) \***

Members will:

- Create a Student Engagement workgroup;
- Create "Welcome" videos (in multiple languages) to introduce potential students to programs and services offered;
- Design and implement short introductory classes (in-person and online) that prepare students for successful participation in and completion of courses;
- Integrate and align transition services with introductory classes and program courses;
- Design assessment tools for evaluation of onboarding processes

### **Intermediate Outcomes (1-3 Years) \***

Members will:

- Expand onboarding processes based on evaluation, input from the Student Engagement workgroup, and data disaggregated by ethnicity, gender, age, and language
- Share best practices for customer service, student retention and community building through PL series and shared PL repository;
- Revise processes as needed to respond to changes in student population or community needs

### **Long-Term Outcomes (3-5 Years) \***

Members will:

- Continue to refine onboarding processes based on evaluation and input from the Student Engagement workgroup

### **Proposed Completion Date**

06/20/2025

### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

### **Responsible person(s)**

Name
Bill Dennett
Kim Bellaart
Ute Maschke

**Activity Name \***

Five clearly mapped training and education paths

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Students consulted during the planning process iterated the value of and need for programs that "make us be prepared for the moment we start working" as well as the challenges financial and other circumstances posed to their ability to participate in programs. ERAE will complete the design and begin the full implementation of five paths with a focus on creating more access for limited English speakers to ASE and CTE classes (through IET and contextualized ESL options) and a focus incentivizing participation and successful completion (through earn-and-learn opportunities and SDWP programs). The paths integrate prior life and work experience; life and career planning; strategic partnerships; collaboration across programs and subject areas; intentional use of technology; and a comprehensive support system (transition services). In alignment with the community colleges' Guided Pathway programs, acceleration projects, and Strong Workforce initiatives, we will map out with our students the elements for success. Program/paths maps will support students in designing individual transition maps; core competencies will be aligned across programs and classes, and curricula will be reviewed regularly. Paths are designed to leverage partner resources (e.g., co-enrollment under SB 544 or WIOA Title I; industry tours and customized hiring events) for students to enter employment and further training smoothly. In addition to the established CAEP metrics, ERAE program performance and progress will be measured against business metrics and identified regional and local priority sectors and occupations.

Goal: Increase the number of students completing a path with industry-recognized certification and entering employment. Increased wages for incumbent employees. Increased number of students matriculating to college.

**Short-Term Outcomes (12 Months) \***

Members will:

- Create a Pathways workgroup;
- Provide support for implementing and developing additional IET classes;
- Pilot three incentivized training programs in three paths;
- Share best practices and support around building and sustaining IET programs;
- Work closely with business partners on implementation of earn-and-learn options;
- Develop and use existing assessment tools to measure transitions and success;
- Strengthen consortium-wide SB 554 program (CPAP);
- Expand the business roundtable

**Intermediate Outcomes (1-3 Years) \***

Members will:



- Consult with business and community partners on success and sustainability of existing and need for development of new training programs;
- Continue to engage partners through the business roundtable and a customized job board;
- Strengthen partnerships with college programs

### Long-Term Outcomes (3-5 Years) \*

Members will:

- Execute all steps of the five-paths model: implement comprehensive program maps (with support modules);
- Evaluate, revise, and iterate paths according to regional and students' needs

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

### Responsible person(s)

Name
Bill Dennett
Kim Bellaart
Ute Maschke

### Activity Name \*

Support Student Persistence and Transitions

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

During the planning process participants agreed on the need to make programs and support services fully accessible to a wide range of students. Curriculum and instruction, counseling and transition services, navigation and career development support need to look at equity in access and success.

Goal: Provide equitable access to supports and resources for all students to successfully transition to postsecondary and career.

### Short-Term Outcomes (12 Months) \*

Members will:

- Create a Persistence workgroup;
- Monitor participation, persistence, and transition to determine ways to increase student success;
- Increase high school and college counseling departments' awareness of adult education;
- Implement a refined case management and bi-directional referral system;
- Develop cohort-specific support structures

**Intermediate Outcomes (1-3 Years) \***

Members will:

- Expand effective partnerships with local workforce and community service providers;
- Continue to build more robust programs and support structures for refugee newcomers

**Long-Term Outcomes (3-5 Years) \***

Members will:

- Refine and expand a bi-directional referral system to strengthen and contribute to the collective impact system, and based on evaluation and input from the Persistence workgroup

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Bill Dennett
Kim Bellaart
Ute Maschke

**Funds Evaluation**

**Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#"><u>Grossmont Union High</u></a>	\$10,918,764	Certified
<a href="#"><u>Grossmont-Cuyamaca CCD</u></a>	\$750,399	Certified
<a href="#"><u>Mountain Empire Unified</u></a>	\$435,029	Certified
<b>Totals</b>	<b>\$12,104,192</b>	<b>3/3 Certified</b>

**Funds Evaluation \***

Adult Education funds are allocated proportionally. As mentioned before, Grossmont Adult Education (GAE) offers education classes and training programs for approximately 99% of the consortium’s students. Accordingly, GAE receives approximately 86% of CAEP funding directly. To support students across the consortium and maintain and develop additional programs, GAE leverages additional funds:

- Perkins
- WIOA II
- Fees
- In-kind contributions

Grossmont-Cuyamaca Community College District (GCCCD) receives 12.5% of the CAEP funds. GCCCD does not currently offer non-credit courses. Early on, the strategic decision was made to develop a system that prepares students for credit, transfer-level courses, be that through alignment and articulation with the local high schools (coordinated through the East County Education Alliance) or through the adult education consortium. As a member of ERAE, GCCCD is well-positioned to provide support for agency-wide coordination (including a program manager funded through GCCCD’s CAEP allocation) and for transition support in the three major languages spoken by our students (including five transition specialists and a business engagement coordinator funded through GCCCD’s CAEP allocation). Transition services play a vital role in ensuring that students have access to resources needed to achieve educational and career goals. TS support students serve as the liaison between students, instructors, and other key staff, connect students to local and regional community resources, and mentor students who are co-enrolled in college programs (through our local implementation of SB 554). Funded through GCCCD’s CAEP allocation is also a position of Professional Learning and Learning Management System Coordinator.

Mtn Empire receives 1.5% of the available CAEP funds. MEUSD) is geographically the largest school district in California, occupying over 600 square miles, but arguably one of the districts with the smallest adult education program, partially due to its relatively small population. To maintain adult education programming at the current level, MEUSD supplements CAEP funding with CTE program fees and LCFF funding. The district is planning to add more innovative programs to their successful HSD, Welding and Office Professional programs.

**Certification**

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06/20/2022 11:12 PM PDT

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06/21/2022 10:57 AM PDT

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06/20/2022 09:21 PM PDT



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