

20 San Diego East Region Adult Education

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

With the overall goal to expand opportunities for access and success, East Region Adult Education provides services and programs that support especially adults from underserved populations in establishing economic and social mobility. The consortium strives to be a key player in a collective impact ecosystem that comprises diverse rural, suburban, and urban areas and has a population of more than 300,000 adults, a third of which have an income near poverty or less or speak English less than well. Focusing on successful transitions to college and meaningful careers, the consortium develops systematic approaches and comprehensive tools that support students in connecting to just-in-time internal and external support services, tailored programs, and meaningful careers.

The consortium's *Three-Year Strategic Plan* identified three main goals and five main objectives that will continue to guide our work in 2023-24. Raising awareness of and connecting adult learners to *Education That Works*, we will further increase the number of adults served and the number of students participating in programs. Providing transition management and navigation support, we foster collaborative opportunities that prioritize economic and social mobility to increase the number of students transitioning to college and postsecondary programs. Strengthening the role the consortium plays in a collective impact ecosystem, we will increase the number of students entering employment and meaningful career paths and continue to implement strategic partnerships with the regional workforce board (SDWP) and Economic Development Council, school districts and CBOs, and industry partners. We measure our success along four metrics closely aligned with Guided Pathways.

Below we summarize our achievements in 2022-23, in alignment with our five main objectives and metrics of success.

Objective 1: Implement Targeted Outreach and Marketing

Members revised their websites to better reflect the community and increased engagement through a more streamlined interface with elements such as videos and transcripts for easy access and online registration to program orientations.

Objective 2: Expand System of Professional Learning

We continued to expand our system of Professional Learning (PL) through a series of consortium-wide, in-person workshops, with a renewed focus on strengthening our community of learners and educators.

Objective 3: Engage Students Strategically - Onboarding

Consortium members have begun to address students' needs and goals as coordinated efforts among multiple points and across settings of support.

Objective 4: Implement five clearly mapped Training and Education Paths

We continue to build clearly defined paths and training programs across consortium members and partners. A Culinary Arts program was developed in collaboration with Viejas Casino & Resort that allowed students to "earn-and-learn" by becoming full-time employees with the start of the training program. With a partner in the business and finance sector, we implemented a Finance/HR program that provided for work-based learning and full-time employment opportunities. Both programs set high expectations for students who also need to address other challenges. Students at Grossmont Adult Education's Health Occupations Center have benefitted from the introduction of language, academic, and work readiness support structures (developed by applying IET principles and best practices) across all programs. The consortium's College Path Acceleration Program, a localized implementation of SB554, is thriving. Enrollment has increased by 30%, and more than 50% of students participating continue as full time students after receiving their HS diploma or equivalency.

Objective 5: Support Student Persistence and Transitions

Closely aligned with objective 2, we continue to strengthen consortium-wide transition services through a menu of services available to students upon entry, throughout, and after exiting adult education. The consortium partnered with GCCCD for a joint outreach campaign, “From Here to Career,” that is based on building trust and more personal relationships with our regional community-based organizations and educational partners.

For 2023-2024, ERAE will focus on the following strategies and activities to address CAEP’s priorities and achieve CAEP’s primary objectives.

- Address Educational Needs: Increase equitable access for all students
- Improve Integration of Services and Transitions: Expand the system of PL; streamline “high-touch” onboarding processes across programs and align them with expanded student support services
- Improve Effectiveness of Services: Common metrics of success serve as a baseline for program as well as class level analysis, and yearly refinement of program goals; Support and transition services will be embedded more systematically within and across programs and members.

In addition, we will initiate the planning process for the next Three-Year Strategic Plan.

Regional Planning Overview

The strategic plan is the top-level planning document consortium members designed to set the path forward.

Five strategic plan working groups, with representatives from each member, continue to review and help evaluate the execution of activities as well as the measurement of outcomes in the focus areas identified. Members will align ERAE program performance and progress measurements with Perkins indicators, WASC action items, and WIOA performance measures for a more systematic way of addressing the needs as well as building a collective impact ecosystem within our East Region communities. Member Level Metric Targets have been revised and set by each member.

Objective 1: Our outreach to and integration with, local employers and community members will allow increased communication with, and service to a wide range of employer partners. Digital stories featuring our students will be shared with our business and community partners in form of well-designed media toolkits that allow for easy integration into their own outreach media and better coordination of outreach efforts across institutions. Based on 2022-2023 data reports on most effective means of communication, we will explore opportunities to work with cultural brokers/community liaisons and develop measurements of effectiveness of campaigns. The annual summit will once again bring together the voices of the community.

Objective 2: In addition to a more diversified PL plan, coordinating job shadowing opportunities for consortium members and partners and the development of assessment tools for the effectiveness of PL will be our priorities. The shared plan will offer three special, in-person events that introduce more general concepts in adult education through a guest speaker first and then provide time and space for application to program- and work-specific circumstances. Various other workshops, Canvas modules, supplemental synchronous and informal activities, and informal communities of practice will be introduced to support member-specific professional development activities.

Objective 3: The consortium will strengthen onboarding processes across members by moving further toward standardized intake and standardized transition map development for all students to identify barriers, develop goals, and identify meaningful steps early in their experience with adult education. Preliminary data gathered from orientation surveys as well as student satisfaction surveys and exit interviews collected through student support services indicate that students are interested in support when making decisions about their next education and career steps, and that they benefit from working with college counselors, academic advisors, and/or transition specialists when navigating complex education and labor market systems. ERAE will continue to 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. We aim for data-driven decision-making and will design and implement tools for the evaluation of onboarding processes in light of changes in student population and community needs.

Objective 4: ERAE will continue to implement five paths with a focus on creating more access for adults with limited English language competencies to ASE and CTE classes and a focus on increasing participation and successful completion of accelerated programs that leverage partner resources and lead to industry-recognized certification. Program maps will

support students in designing individual transition maps; core competencies will be aligned across programs and classes, and curricula will be reviewed regularly. 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. We will continue to engage partners through the business roundtable and consult with business and community partners on success and sustainability of existing and need for development of new training programs.

Objective 5: The needs of adult learners in our region revolve around periods of transitions when they are most challenged and susceptible to barriers. ERAE strives to support learners during these pivotal times through holistic services and tailored programs that enable students to navigate transitions to college, to employment, and to career. We will strengthen our ecosystem of business and service partners (e.g., partnering with SDWP, Goodwill, and local business partners directly) to expand support services for students regarding challenges such as transportation, housing, and childcare.

ERAE connects adult learners to Education That Works. Our success depends on the ability to continually increase opportunities for students to experience transformative education and employment opportunities.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

As was the case in 2022-2023, there is a strong demand for better alignment of adult education programs with the needs of adults in the region as well as the needs of the regional labor market.

Though refugee newcomers, tribal communities, and underserved, high-need communities represent a significant number of potential students, only a small percentage are currently 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. The high cost of living keeps raising the opportunity costs for any potential student in our programs. Whereas the minimum wage/hour has increased by \$0.50 (from \$15.00 to \$15.50, or 3%), the self-sufficiency standard (calculated living wage an individual must earn to support himself or herself for our region has risen to \$22.61 (an increase of 13%). In 2023, a household with two adults (one working), one preschool-age child and one school-age child must earn \$47.09/hour (for an annual wage between \$94,895 and \$97,947). The average rent for a one-bedroom apartment has increased by 49% in comparison to 2019 (to \$2,270); other costs of living in San Diego County have increased by an average of 13% (including transportation, utilities, groceries, and housing). At the same time, the demand for labor is still strong (but with a smaller and aging labor force), especially in sectors for which our programs might provide training, and lower-wage workers have been able to find better-paying jobs. It is noticeable that especially women ages 25-54, Black people, and people with disabilities boosted their labor force participation. There is also a strong demand for more ESL programs in our area, especially to support refugee newcomers, asylum seekers, and adults whose first language is Spanish in entering the workforce and upskilling. These realities are reflected in steadily increasing enrollment numbers into our English language programs and a slower increase in enrollment numbers into career training programs. Given the current economic climate, our training programs and support services need to promote career advancement in shorter time frames for students to transition to postsecondary education and employment. As a consortium, we intend to increase certification offerings as well as offer high-quality high school diploma and equivalency and contextualized English language programs to support students in being able to transition to college and meaningful careers (and out of lower wages).

How do you know? What resources did you use to identify these gaps?

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence, The Nonprofit Institute at the University of San Diego)) and utilizing data available through AEP Pipeline (LaunchBoard), BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our [Three-Year Comprehensive Plan](#).)

How will you measure effectiveness / progress towards meeting this need?

Given the student barriers identified:

- English Language Learner
- Low Literacy
- Long-term Unemployed
- Low Income

The consortium will measure success with the following metrics:

- Transition
 - Participants with transition to Adult Secondary Education
 - Participants with transition to Postsecondary (CTE)
 - Participants with transition to Postsecondary (credit college)
- Success
 - Participants who earn a High School Diploma or Equivalency
 - Participants who earn a Postsecondary Credential
- Employment and Earnings
 - Median Change in Earnings
 - Participants who became employed in the 2nd quarter after exit

Regional Need #2**Gaps in Service / Regional Needs**

Employers in the region are asking for better alignment of training programs across educational and training institutions. They are invested in partnering with training providers on earn-and-learn programs and other educational and training opportunities that best serve the needs of all our students. We need to foster collaboration by including business and community partners in efforts to build better, more equitable, sustainable industries (hospitality, construction, manufacturing, health) for all workers.

How do you know? What resources did you use to identify these gaps?

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence, The Nonprofit Institute at the University of San Diego)) and utilizing data available through AEP Pipeline (LaunchBoard), BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

How will you measure effectiveness / progress towards meeting this need?

Given the student barriers identified:

- English Language Learner
- Low Literacy
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The consortium will measure success with the following metrics:

- Transition
 - Participants with transition to Adult Secondary Education
 - Participants with transition to Postsecondary (CTE)
 - Participants with transition to Postsecondary (credit college)
- Success

- Participants who earn a High School Diploma or Equivalency
- Participants who earn a Postsecondary Credential
- Employment and Earnings
 - Median Change in Earnings
 - Participants who became employed in the 2nd quarter after exit

Regional Need #3

Gaps in Service / Regional Needs

Students (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. This will require increasing awareness and comprehensive program design that addresses the needs of specific populations: English language learners (ELL) with significant other basic needs; ELL who live in the most Eastern areas of the consortium and currently either have no access to EL classes; 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; and adults with low literacy levels. Recent high school graduates (who might want to take time before transitioning to college) are another important target group to consider.

How do you know? What resources did you use to identify these gaps?

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence, The Nonprofit Institute at the University of San Diego)) and utilizing data available through AEP Pipeline (LaunchBoard), BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

How will you measure effectiveness / progress towards meeting this need?

Given the student barriers identified:

- English Language Learner
- Low Literacy
- Long-term Unemployed
- Low Income

The consortium will measure success with the following metrics:

- Transition
 - Participants with transition to Adult Secondary Education
 - Participants with transition to Postsecondary (CTE)
 - Participants with transition to Postsecondary (credit college)
- Success
 - Participants who earn a High School Diploma or Equivalency
 - Participants who earn a Postsecondary Credential
- Employment and Earnings
 - Median Change in Earnings
 - Participants who became employed in the 2nd quarter after exit

Regional Need #4

Gaps in Service / Regional Needs

Be it during the consortium's annual summit, advisory meetings, or at various outreach events, community partners and the community-at-large do not know about the opportunities adult education has to offer. Data collected by the regional Strong Workforce Consortium (Options after High school survey) indicate that most students grade 9-12 in the region do not know

about available adult ed options. Data collected by the SDWP and the Centers of Excellence show high labor demand in occupations for which adult ed can offer short and agile training programs.

How do you know? What resources did you use to identify these gaps?

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence, The Nonprofit Institute at the University of San Diego)) and utilizing data available through AEP Pipeline (LaunchBoard), BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

How will you measure effectiveness / progress towards meeting this need?

Given the student barriers identified:

- English Language Learner
- Low Literacy
- Long-term Unemployed
- Low Income

The consortium will measure success with the following metrics:

- Transition
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 - Participants who earn a High School Diploma or Equivalency
 - Participants who earn a Postsecondary Credential
- Employment and Earnings
 - Median Change in Earnings
 - Participants who became employed in the 2nd quarter after exit

Address Educational Needs

2023-24 Strategies

Strategy Name

Develop outreach & messaging strategies that clearly communicate the benefits of adult ed programs

Activity that Applies to this Strategy

Implement Targeted Outreach and Marketing

Metrics that Apply to this Activity/Strategy

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

Strategy Description

To be successful and effective, ERAE needs to be easily accessible and understood as a resource throughout our East Region communities. We will continue to pursue a mixed, multilingual approach (digital environments; non-tech media; word-of-mouth) that markets classes in broad, career-focused paths and guides students to enter adult education. Developed media

toolkits will be shared with AJCCs and the San Diego Workforce Partnership (SDWP), and consortium staff will collaborate with community liaisons to (quite literally) get the word out. We will continue to host education and career expos and look to the broader community for feedback and support.

- Compile and review targeted data reports; conduct research into the most effective means of communication with different target markets including print and web media
- 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

Strategy Name

Provide equitable opportunities for access and success

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

We will partner with local non-profit organizations and college and school districts to improve the accessibility of programs by removing institutional barriers for all students, including students with disabilities.

In collaboration with SDWP and our partner colleges, we will continue to introduce transparent options and opportunities for adult learners that focus on realistic transitions toward economic and social mobility.

- 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
- 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, onboarding and community building through PL series and shared PL repository

Strategy Name

Increase the number of participants completing programs & transitioning to postsecondary and careers

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - 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)

Strategy Description

- 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

Improve Integration of Services & Transitions

2023-24 Strategies

Strategy Name

Increase the number of participants completing programs & transitioning to postsecondary and careers

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - 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)

Strategy Description

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.

Support and transition services will be embedded more systematically within and across programs and members. Special emphasis will be given to onboarding Mtn Empire students more intentionally through the member’s adult ed coordinator and the consortium-wide TS team.

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.

Strategy Name

Integrate and align transition services with introductory classes and program courses

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - 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)

Strategy Description

We will strengthen onboarding processes across members by moving further toward standardized intake and standardized transition map development for all students to identify barriers, develop goals, and identify meaningful steps early in their experience with adult education. Preliminary data gathered from orientation surveys as well as student satisfaction surveys and exit interviews collected through student support services indicate that students are interested in support when making decisions about their next education and career steps, and that they benefit from working with college counselors, academic advisors, and/or transition specialists when navigating complex education and labor market systems. ERAE will continue to 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. As a consortium, we aim for data-driven decision-making and will design and implement tools for the evaluation of onboarding processes in light of changes in student population and community need

The consortium will continue to expand its system of Professional Learning (PL) to deepen our shared understanding of the communities we serve and continue alignment work across members.

As a member of the "super region," ERAE will facilitate thought exchanges and project work across consortia that benefits staff with distinct work responsibilities.

Strategy Name

Make our learning environment accessible to all learners and their unique needs

Activity that Applies to this Strategy

Expand System of Professional Learning

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

In addition to a more diversified Professional Learning plan, coordinating job shadowing opportunities for consortium members and partners and the development of assessment tools for the effectiveness of Professional Learning will be our priorities. The shared plan will offer three special, in-person events that introduce more general concepts in adult education through a guest speaker first and then provide time and space for application to program- and work-specific circumstances. Various other workshops, Canvas modules, supplemental synchronous and informal activities, and informal communities of practice will be introduced to support member-specific professional development activities.

- Coordinate job shadowing opportunities for CTE teachers and site visits for ESL and academic program teachers
- Coordinate cross-training for Canvas utilization
- Coordinate and contribute to regional opportunities for thought exchanges and professional learning

Strategy Name

Support all students in completing a path w/ industry-recognized certificates

Activity that Applies to this Strategy

Five clearly mapped training and education paths

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

ERAЕ will continue to implement five paths with a focus on creating more access for adults with limited English language competencies to ASE and CTE classes and a focus on increasing participation and successful completion of accelerated programs that leverage partner resources (e.g., co-enrollment under SB 544, or Individual Training Accounts or contracted education training under WIOA Title I) and lead to industry-recognized certification. 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. In addition to the established CAEP metrics, ERAЕ program performance and progress will be measured against business metrics and identified regional and local priority sectors and occupations. We will continue to engage partners through the business roundtable and consult with business and community partners on success and sustainability of existing and need for development of new training programs.

- Provide support for implementing and developing additional IET classes
- Share best practices and support around building and sustaining IET programs
- Develop and use existing assessment tools to measure transitions and success

Improve Effectiveness of Services**2023-24 Strategies****Strategy Name**

Monitor participation, persistence, and transition to determine ways to increase student success

Activity that Applies to this Strategy

Support Student Persistence and Transitions

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Five strategic plan implementation working groups, business advisory boards, the business roundtable, and the consortium's Governing Board will continue to oversee the execution of activities as well as the measurement of outcomes in the focus areas identified.

Common metrics of success 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.

ERAE will implement a data dashboard and data dialogue protocols to improve student success. 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.

Quarterly data study sessions at the consortium level will be implemented as a mode of regular data review with members and stakeholders.

Strategy Name

Make our learning environment accessible to all learners and their unique needs

Activity that Applies to this Strategy

Expand System of Professional Learning

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

In addition to a more diversified Professional Learning plan, coordinating job shadowing opportunities for consortium members and partners and the development of assessment tools for the effectiveness of Professional Learning will be our priorities. The shared plan will offer three special, in-person events that introduce more general concepts in adult education through a guest speaker first and then provide time and space for application to program- and work-specific circumstances. Various other workshops, Canvas modules, supplemental synchronous and informal activities, and informal communities of practice will be introduced to support member-specific professional development activities.

Strategy Name

Alignment of performance metrics

Activity that Applies to this Strategy

Support Student Persistence and Transitions

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

We measure our success along four metrics closely aligned with Guided Pathways.

- Connection
- Entry
- Progress
- Transitions

Common metrics of success 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.

ERAЕ will implement a data dashboard and data dialogue protocols to improve student success. 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.

Quarterly data study sessions at the consortium level will be implemented as a mode of regular data review with members and stakeholders.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

Our goal is to maintain a balanced approach across the region. Allocations solely support our student-centered programs and services. Accordingly, and based on the plan's needs analysis, the consortium members agreed to allocate funding in ways that allow us to close equity gaps and to provide on-boarding and support services. The colleges' CAEP funding goes to a program manager and to staff working directly with GUHSD and MEUSD students and includes five transition specialists and a Canvas/Professional Learning coordinator. GCCCD funding also covers the cost of CANVAS, a case management system, and consortium-wide marketing. Grossmont Adult Education supports most of our students (97-99%) and, accordingly, receives most of the funding for program development and implementation along five identified paths (see above). Mtn Empire will focus their efforts on developing programs and support structures for a much smaller (but equally in need) number of students. Cost of living adjustments are allocated to member districts proportionate to each district's annual CAEP allocation.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

Within the parameters established by CAEP, in the event that a member institution does not fully expend the CAEP funds allocated, the member institution may carry-over funds; these funds may only be used as outlined in ERAЕ's annual plan and must be expended within the next fiscal year, unless otherwise recommended by the Leadership Council and approved by the

Governing Board. The consortium defines “excessive member carryover” as fifteen (15) percent of any unspent fund from the prior fiscal year. That is, fifteen (15) percent shall be the consortium’s threshold for determining which member meets or exceeds the excessive carryover.

If the consortium’s leadership council identifies an excessive carryover for at least two consecutive years, the consortium manager shall propose a Corrective Action Plan that identifies clear steps for any excessive carryover to be expended by the member with excessive carryover within the next fiscal year. If the Corrective Action Plan does not result in the excessive carryover spent within the next fiscal year, the ERAE Leadership Council shall vote on reducing a member’s funding due to excessive carryover. A member’s allocation can be reduced by no more than the amount of the member’s carryover and shall not affect future year’s allocations. The ERAE Leadership Council shall ensure that the funding remains dedicated to the consortium’s region. Any finding to reduce carryover made by the consortium shall require a majority vote. In case of a reduction of funding due to excessive carryover, the Leadership Council may recommend to allocate one-time or short-term funding to another member institution for special purchases or programs. It is understood that these funds are short-term in nature and there is no guarantee that ongoing funding for maintenance of purchases or continuance of programs will be available. One-time or short-term funding for another member shall not reduce any member’s future allocation or base funding. For further details, please see the consortium’s fiscal declaration.

Certification

Grossmont Union High - Member Representative

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