

# 22 Imperial County Adult Education Consortium: Certified

## Details

### Consortium Information

**Consortium Name:**

22 Imperial County Adult Education Consortium

**Consortium Short Name:**

22 Imperial

**Address:**

1398 Sperber Rd. | El Centro, CA | 92251

**Website:**

<https://www.icoe.org/adult-education-block-grant>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

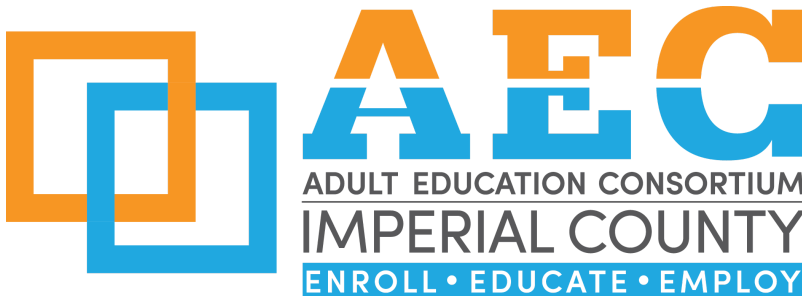
\$2,179,957

**CAEP Funds 2021-22:**

\$2,069,645

**CAEP Funds 2020-21:**

\$1,989,086



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## Consortium Contacts

| Responsibility  | Name               | Email  | Title   | Phone          |
|-----------------|--------------------|--|---|----------------|
| Primary Contact | DENISE CABANILLA   | <a href="mailto:dcabanilla@icoe.org">dcabanilla@icoe.org</a> | DIRECTOR, HIGHER EDUCATION AND ADULT LEARNING | (760) 312-6618 |
| Fiscal Contact  | Cynthia Z. Beltran | <a href="mailto:cynthiaz@icoe.org">cynthiaz@icoe.org</a>     | Fiscal Manager                                | (760) 312-6540 |

## Member Agencies

| Member Agency                                    | Member Type                      | Contact               | Phone                    |
|--|----------------------------------|-----------------------|--------------------------|
| <a href="#">Brawley Union High</a>               | High School District             | Simon Canalez         | (760) 312-6085           |
| <a href="#">Calexico Unified</a>                 | Unified School District          | Juan Moreno           | (760) 768-3940           |
| <a href="#">Calipatria Unified</a>               | Unified School District          | Angelita Ortiz        | (760) 348-2158           |
| <a href="#">Central Union High</a>               | High School District             | Mr. Darrell Pechtl    | (760) 312-7052           |
| <a href="#">Holtville Unified</a>                | Unified School District          | Celso Ruiz            | (760) 356-2974           |
| <a href="#">Imperial Co. Office of Education</a> | County Office of Education (COE) | Renato Montaña        | (760) 312-6572           |
| <a href="#">Imperial Unified</a>                 | Unified School District          | Mr. Rogelio Ruvalcaba | (760) 355-3200           |
| <a href="#">San Pasqual Valley Unified</a>       | Unified School District          | Dr. Katrina León      | (760) 572-0222 ext: 2099 |
| <a href="#">Imperial CCD</a>                     | District                         | Victor Torres         | (760) 355-6311 ext: 6311 |

## Executive Summary

### Executive Summary \*

The Imperial County Adult Education Consortium serves adults in Imperial County which serves a large geographic area and is bordered by Riverside County to the north, Arizona to the east and San Diego county to the west. The international border with Mexico is south where one of the school districts is a stone's throw from the capital of Baja California, Mexicali, MX, with a population of over 1 million residents. The Consortium consists of nine members; Brawley Union High School District, Calexico Unified School District, Calipatria Unified School District, Central Union High School District, Holtville Unified School District, Imperial County Office of Education, Imperial Unified School District, Imperial Community College District and San Pasqual Valley Unified School district, which is located on the California-Arizona state line. The established goal of the consortium from its' inception is "**Enroll, Educate and Employ**" adults in the community.

The Consortium continues to be committed to supporting adults in the community to access needed services and supports to advance their educational and career goals. The Three-Year Planning process provided Members the opportunity to reflect on the adult education programs in the county, identify needed areas of growth, address current challenges, as well as celebrate successes. Members maintain the same level of commitment to providing high quality programs and continue to work collaboratively to provide consistency in programs across the county. The Consortium chose to focus on providing educational opportunities in five program areas in 2019-2022: High School Diploma/High School Equivalency, English as a Second Language, Education for Adults with Disabilities, Career Technical Education, and programs for adults to assist elementary and secondary school children. Members continue to meet consistently during monthly Board Meetings to collaborate and vote on pertinent items including funding and to establish procedures and agreements. Student Success Specialists from Imperial Valley College worked with member districts to provide workshops and support for transition to postsecondary and workforce as well as supportive services for needs such as food insecurity, transportation, housing and citizenship.

The impact of the COVID-19 pandemic disproportionately impacted the already stressed community in the area of education and workforce. The shift from in-person instruction to remote or distance learning for K-12 schools and the local community college left many adult education students without the ability to participate in programs due to lack of child care and lack of access to technology and/or the skills to participate in on-line learning. The Consortium continued to meet monthly via Zoom and teachers and other staff worked tirelessly to continue to offer continuity of services to students. Additionally, the Consortium was also able to benefit from a program to provide adult education students access to devices and internet access in rural areas of the county. Upon return to in-person instruction, Members have strived to re-engage the community and restore enrollment. While challenging, the Members remain committed to offering programs and have continued to increase offerings in short-term CTE as well as being innovative in exploring opportunities to offer programs in remote areas of the county.

Through the challenges of these past few years, the ICAEC Members have shown great commitment and resiliency in their approach to continue to support the adults in the community. There is a renewed commitment and desire to bring programs up to pre-pandemic levels and continue to grow programs and partnerships with IVC, K-12 districts, and Workforce Development. In this next three year plan, the Consortium will refine the use of data and focus on addressing gaps in services, seamless transition and integration of services to increase enrollment, retention and transition to postsecondary and employment. The Consortium will continue to use a coordinated calendar for enrollment and professional development as well as fostering relationships with business and industry.

The ICAEC will continue to meet regularly to ensure collaboration and ongoing monitoring and expansion services in educational and workforce programs and supports as needed. The goal is to see an increase in enrollment, retention, completion and transition to postsecondary and workforce by focusing on data, relationship building, leveraging of resources and partnerships. The Consortium Members are committed to continuing to offer high quality programs for adults in the community that provide the foundation to achieve their educational and career goals.

## Assessment

### Overview and Preparation \*

In preparation for the development of the Three-Year Plan, the Imperial County Adult Education Consortium (ICAEC) participated in several activities to assess the current status of programs in the county:

CAEP Three-Year Planning Tool was used by all members to evaluate their school and the consortium as a whole

The American Communities Survey was used to assess demographic data, transition and labor market data in the county

US Census data for Imperial County was reviewed to provide an overall picture of the county's population and need in employment, education and income and poverty

CAEP Consortium Fact Sheet was used as an additional resource

The CAEP Three-Year Plan was a regular agenda item at monthly meetings of the Imperial County Adult Education Consortium where Member Representatives engaged in discussion.

### **Regional Alignment and Priorities \***

The Imperial County Adult Education Consortium collaborates on alignment of adult education, program implementation and workforce services in the region by collaborating with the Imperial County Workforce Development Board, Imperial Valley College and the U.S. Department of Agriculture. Additionally, the Lead sits on the K14 Career Pathways Workgroup for the San Diego-Imperial Region.

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

The CAEP Three-Year Planning Tool was used by all members to evaluate their school and the consortium as a whole. Members took time to evaluate the levels of implementation. Using the Planning Tool as a guide, members participated in facilitated discussions during planning meetings to identify areas of strength and areas of growth.

US Census data and other demographic data for Imperial County were reviewed to provide an overall picture of the county's population and need in employment, education and income and poverty. Some areas of note were:

- 179,851 residents in Imperial County
- 85% Hispanic/Latino
- 30.1% Foreign born persons
- 18% Poverty rate
- 18% Unemployment
- 24.5% of residents have a high school diploma
- 15.4% Bachelors Degree or higher
- 49% of residents speak English "less than well"
- 68.6% speak Spanish at home as their primary language

The American Communities Survey, Launch Board and Imperial County CAEP Consortium Fact Sheet was used to verify demographic data, transition and labor market data in the county. The data reviewed showed that there is great need in Imperial County for ESL, HSE/HSD and GED in Imperial County. Additionally, there is room for growth in the area of transition to post-secondary options. Using individual school metrics, it is evident that enrollment is still low when compared to pre-pandemic data.

Labor Market information shows that the largest industries for Imperial County are Government, Health Care and Social Assistance, Agriculture, Fishing, and Hunting, Retail and Trade, and Accommodation and Food Service. The fastest growing occupations are Social and Community Service Managers, Crematory Operators and Personal Care and Service Workers, Bus Drivers, Excavating and Loading Machine and Dragline Operators, and Home Health and Personal Care Aides. Members discussed the desire to provide opportunities for certificate programs for students in some of these areas and also discussed the challenges to staff and host such programs on their campuses.

The CAEP Three-Year Plan was a regular agenda item at monthly meetings of the Imperial County Adult Education Consortium where Member Representatives engaged in discussion and shared qualitative data and information in addition to other reports. The discussion of emerging industries in Imperial County were discussed as a possible opportunity for employment for adult education students and opportunities for new certificate programs. Additionally, Members identified the opportunity to build stronger connections to K-12 schools and community to engage and inform parents/guardians of the opportunities for HSD/HSE and ESL courses to increase engagement and enrollment. A population of foreign born residents with Bachelor's degrees or higher from their home country were also identified as a population the Consortium serves and the need for services for this population to translate transcripts and support them as they participate in adult education programs.

Members committed to continue to collaborate on WIOA applications and support for schools interested in WACS (re)accreditation.

In reviewing enrollment, retention and completion data, it appears that students may benefit from more support throughout their journey in Adult Education programs. While schools have their processes, members identified the need to have something more formal and uniform across all schools in the Consortium.

A key area of need identified were the establishment of procedures for Orientation, Intake, Education and Career Planning and Workforce and Postsecondary Education Transition process for students to support students from enrollment to graduation and transition to postsecondary education and employment. Members also identified the need to expose adult education students to the possibilities available to them at the local community colleges for certificate and degree programs, financial aid and other supportive services. Imperial Valley College representatives were eager to support engaging students on campus and in other forms to help students know what is available at the college and see themselves there.

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

In preparation for the Three-Year Plan,

1. Beginning in January 2022, all regular CAEP Board Meetings included agenda items to discuss plans and review data for the upcoming 2022-2025 Three-Year Plan
2. All 8 Imperial County Member Districts, Imperial Valley College and consortium partners participated in discussions and provided input for upcoming plans and goals.
3. Discussion topics included dual enrollment, transitions to employment and higher education, collaboration for workforce skill development/alignment and ways to re-engage students after COVID.

## **Regional Service Providers**

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

| Provider Name                            | Provider Type         | Number of Participants in Program Area |            |             |           |          |             |                |                   |                    |
|--|-----------------------|--|------------|-------------|-----------|----------|-------------|----------------|-------------------|--------------------|
|  |                       | ABE                                    | ASE        | ESL         | EL Civics | AWD      | K12 Success | Short Term CTE | Workforce Reentry | Pre-Apprenticeship |
| <b>*Brawley Union High</b>               | Member Representative | 0                                      | 96         | 48          | 0         | 0        | 0           | 12             | 0                 | 0                  |
| <b>*Calexico Unified</b>                 | Member Representative | 128                                    | 111        | 323         | 17        | 0        | 0           | 78             | 0                 | 0                  |
| <b>*Calipatria Unified</b>               | Member Representative | 0                                      | 0          | 15          | 0         | 0        | 0           | 0              | 0                 | 0                  |
| <b>*Central Union High</b>               | Member Representative | 162                                    | 169        | 356         | 60        | 0        | 0           | 178            | 0                 | 0                  |
| <b>*Holtville Unified</b>                | Member Representative | 0                                      | 51         | 53          | 0         | 0        | 0           | 0              | 0                 | 0                  |
| <b>*Imperial CCD</b>                     | Member Representative | 0                                      | 0          | 395         | 0         | 0        | 0           | 38             | 0                 | 0                  |
| <b>*Imperial Co. Office of Education</b> | Member Representative | 25                                     | 0          | 10          | 0         | 0        | 0           | 0              | 0                 | 0                  |
| <b>*Imperial Unified</b>                 | Member Representative | 26                                     | 20         | 81          | 0         | 0        | 0           | 0              | 0                 | 0                  |
| <b>*San Pasqual Valley Unified</b>       | Member Representative | 40                                     | 40         | 0           | 0         | 0        | 0           | 0              | 0                 | 0                  |
| <b>Total Participants</b>                |                       | <b>381</b>                             | <b>487</b> | <b>1281</b> | <b>77</b> | <b>0</b> | <b>0</b>    | <b>306</b>     | <b>0</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 |
| Imperial County Workforce Development Board   | Workforce Development Board | ✓  | ×   | ✓   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| Imperial Valley Regional Occupational Program | Community Organization      | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ✓                 | ×                  |
| El Centro Elementary School District          | Other                       | ✓  | ×   | ✓   | ×         | ×   | ✓           | ×              | ×                 | ×                  |
| Sister Evelyn Mourey Center                   | Community Organization      | ×  | ×   | ✓   | ×         | ×   | ×           | ✓              | ×                 | ×                  |
| Center for Employment Training (CET)          | Community Organization      | ×  | ×   | ✓   | ×         | ×   | ×           | ✓              | ✓                 | ×                  |
| People Ready                                  | Community Organization      | ×  | ×   | ×   | ×         | ×   | ×           | ×              | ✓                 | ×                  |
| America's Job Center of California            | Community Organization      | ×  | ×   | ×   | ×         | ×   | ×           | ✓              | ✓                 | ×                  |
| San Diego Regional Center                     | Community Organization      | ×  | ×   | ×   | ×         | ✓   | ×           | ×              | ×                 | ×                  |
| Imperial Valley College                       | Community Organization      | ✓  | ×   | ✓   | ×         | ✓   | ×           | ✓              | ×                 | ×                  |
| Cal Regional                                  | 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 |
| Calexico Public Library      | Community Organization | x  | ✓   | x   | x         | x   | x           | x              | x                 | x                  |
| Holtville Public Library     | Community Organization | x  | x   | ✓   | x         | x   | x           | x              | x                 | x                  |
| Imperial Public Library      | Community Organization | x  | x   | ✓   | x         | x   | x           | x              | x                 | x                  |
| Brawley Public Library       | Community Organization | x  | x   | ✓   | x         | x   | x           | x              | x                 | x                  |
| IBEW569                      | Industry               | x  | x   | x   | x         | x   | x           | x              | x                 | ✓                  |
| ACCESS to Independence       | Community Organization | x  | x   | x   | x         | ✓   | x           | ✓              | x                 | x                  |
| Migrant Program              | Other                  | x  | ✓   | x   | x         | x   | x           | x              | ✓                 | x                  |
| Mexican Consulate - Calexico | Community Organization | ✓  | x   | x   | x         | x   | x           | x              | x                 | x                  |
| CAL-WORKS                    | Community Organization | x  | x   | x   | x         | x   | x           | ✓              | ✓                 | x                  |

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

Please refer to the table above for services provided for Member Districts and service providers.

### 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)

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

**Adult Ed Metrics**

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

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

✓ **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**

- 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<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All              | *Number of Adults Served (AE 200 - Overall) | 2,262              | 1,334              |                    | 1,400             | 1,470             | 1,543             |
| Student Barriers | English Language Learner (AE 305 - Overall) | 1,447              | 775                |                    | 815               | 856               | 899               |
| Student Barriers | Low Income (AE 310 - Overall)               | 1,207              | 767                |                    | 805               | 845               | 887               |
| Student Barriers | Long Term Unemployed (AE 309 - Overall)     | 112                | 36                 |                    | 38                | 40                | 42                |

## Member Level Metric Targets

\* Mandatory for all members

### Brawley Union High (Reported by Brawley Union Adult School)

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 143                | 118                |                    | 141               | 155               | 170               |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) | 31                 |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         | 12                 |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     | 18                 | 37                 |                    | 30                | 35                | 40                |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |

**Calexico Unified (Reported by Calexico USD-Robert F. Morales Adult Ed.)**

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 451                | 174                |                    | 200               | 220               | 240               |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) | 39                 |                    |                    | 30                | 40                | 40                |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         | 27                 | 16                 |                    | 20                | 25                | 30                |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         | 60                 | 23                 |                    | 30                | 40                | 60                |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     | 15                 | 12                 |                    | 15                | 20                | 25                |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               | 11                 |                    |                    | 10                | 15                | 20                |

Calipatria Unified (Reported by Calipatria Unified School District (CUSD))

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 15                 |                    |                    | 15                | 15                | 18                |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         |                    |                    |                    | 3                 | 4                 | 5                 |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     |                    |                    |                    | 3                 | 4                 | 5                 |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |

**Central Union High (Reported by Central Union High School District (CUHSD))**

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 690                | 316                |                    | 345               | 360               | 374               |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) | 158                |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         | 49                 | 38                 |                    | 43                | 46                | 50                |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         | 185                | 63                 |                    | 80                | 88                | 96                |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     | 30                 | 28                 |                    | 32                | 36                | 40                |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |

### Holtville Unified (Reported by Holtville Adult Education)

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 95                 | 54                 |                    | 110               | 115               | 120               |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         | 36                 | 11                 |                    | 8                 | 10                | 12                |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         | 33                 |                    |                    | 18                | 20                | 22                |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     |                    |                    |                    | 10                | 12                | 14                |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |

### Imperial CCD (Reported by Imperial District)

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 427                | 368                |                    | 400               | 425               | 450               |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) | 173                |                    |                    | 200               | 225               | 250               |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         | 23                 | 18                 |                    | 25                | 35                | 40                |
| 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                 |

Imperial Co. Office of Education (Reported by Imperial County Office of Education)



| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                |                    |                    |                    | 25                | 25                | 25                |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) |                    |                    |                    | 2                 | 2                 | 2                 |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     |                    |                    |                    | 5                 | 5                 | 5                 |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |

**Imperial Unified (Reported by Imperial Unified School District (IUSD))**

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 104                | 57                 |                    | 125               | 130               | 130               |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) | 11                 |                    |                    | 15                | 15                | 15                |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         |                    | 10                 |                    | 20                | 25                | 25                |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         | 17                 | 12                 |                    | 90                | 90                | 90                |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     |                    |                    |                    | 5                 | 5                 | 5                 |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - Overall)               |                    |                    |                    | 0                 | 0                 | 0                 |

**San Pasqual Valley Unified (Reported by San Pasqual Valley Unified School District)**

| Metric Set              | Metric  | 2019-20<br>Actuals | 2020-21<br>Actuals | 2021-22<br>Actuals | 2022-23<br>Target | 2023-24<br>Target | 2024-25<br>Target |
|-------------------------|---|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
| All                     | *Adults who Became Participants (AE 202 - Overall)                                | 40                 | 30                 |                    | 53                | 56                | 59                |
| Employment and Earnings | Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall) |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Progress                | Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)         |                    |                    |                    | 0                 | 0                 | 0                 |
| Success                 | Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)     | 16                 | 11                 |                    | 7                 | 8                 | 9                 |
| Success                 | Participants Who Earn a Postsecondary Credential (AE 625 - 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 |
|----------------------------------|--|--|--|----------------|----------------|----------------|
| Brawley Union High               | 100%                                     | 63%                                      | 0%                                       | 70%            | 75%            | 80%            |
| Calexico Unified                 | 100%                                     | 100%                                     | 68%                                      | 75%            | 75%            | 75%            |
| Calipatria Unified               | 100%                                     | 100%                                     | 71%                                      | 80%            | 80%            | 80%            |
| Central Union High               | 100%                                     | 100%                                     | 56%                                      | 75%            | 75%            | 80%            |
| Holtville Unified                | 100%                                     | 100%                                     | 53%                                      | 75%            | 75%            | 80%            |
| Imperial CCD                     | 100%                                     | 100%                                     | 22%                                      | 70%            | 75%            | 75%            |
| Imperial Co. Office of Education | 100%                                     | 97%                                      | 0%                                       | 70%            | 70%            | 75%            |
| Imperial Unified                 | 100%                                     | 100%                                     | 30%                                      | 75%            | 75%            | 75%            |
| San Pasqual Valley Unified       | 100%                                     | 100%                                     | 79%                                      | 80%            | 80%            | 80%            |

## Objectives

### Address Educational Needs

#### Description of Objective \*

To address the education and workforce needs of the Imperia County Adult Education Consortium, Member Districts will participate in activities to address identified areas of need and ongoing support for students, staff and community. Consortium Members are committed to providing high quality programs for students and strive to improve and expand services when possible.

To target areas of need, Consortium Members will continue to collaborate and strengthen partnerships with existing partners to leverage resources to support student's workforce and educational needs. Members will also foster relationships with K-12 schools and in their communities to increase visibility and inform them of the opportunities available for adults at Adult Education schools. Fostering relationships with K-12 partners will provide a more informed community who can speak to the benefits of Adult Education and provide other avenues for students to participate in programs to the betterment of their families and communities. Since enrollment and retention have not bounced back since the COVID-19 pandemic, these collaborative efforts will be key to re-engaging adult education students. Members will monitor enrollment and retention data quarterly to measure effectiveness of strategies and modify efforts as needed.

Additionally, Members commit to working together to establish a uniform procedure for intake and intentional ongoing support for students to support their pathway from enrollment to graduation and transition to postsecondary education and/or employment. This process will require Members and Partners to work together to establish procedures and supportive services for academic, career and employability skill needs, and personal/social needs.

Members will continue to offer courses in ESL, HSD/HSE as well as Career Education courses. Where there is opportunity for expansion for course offerings into remote areas of the county, schools will work to extend services for more accessibility in those areas.

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## Improve Integration of Services & Transitions

### Description of Objective \*

To improve integration and services and transition, the Imperial County Adult Education Consortium is committed to intentionally support transitions and student acceleration by implementing strategies and activities that will ensure students progress and complete their pathway through postsecondary education and/or employment.

The Consortium has identified strategies and practices to integrate into systems to ensure students are supported from enrollment to graduation and beyond. To support students, the consortium will implement the following activities for students to ensure integration and seamless transitions.

**Intake and Orientation** for new/returning students to ensure they are aware of the programs available and that they are enrolling in the appropriate program for their end goal.

Ongoing **monitoring and support** from adult education support staff to maintain connection to students and provide academic, social, emotional and other support to help them stay on their path toward their goal.

Engage in **Education and Career Planning** for all students to establish a plan for their pathway, including opportunities for career and postsecondary exploration. Implement a key area of contact when students are close to completing their program to plan for the next step.

Provide **ongoing opportunities for students and staff to visit local colleges** and connect with college staff to establish relationships and understanding of programs offered (certificate/degree, EOPS, FAFSA, Counseling) for seamless transitions and other support.

Establish **ongoing data monitoring practices** to track progress, acceleration, completion of programs, and transition to postsecondary and/or workforce to measure impact of activities and modify as needed. Discuss at regularly scheduled board meetings quarterly to identify best practices and areas for improvement.

Continue to **strengthen partnerships with local workforce development organizations** to leverage resources to support students progress, acceleration and transition to postsecondary and workforce.

Continue to **align adult education programs across the county** and with the local community college to ensure acceleration and seamless transitions.

Continue to maintain a coordinated adult education calendar and improve online presence to promote programs and services across the county.

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## Improve Effectiveness of Services

### Description of Objective \*

To improve effectiveness of services, the Imperial County Adult Education Consortium will engage in the following activities.

Continue offering **ongoing professional development** for adult education teachers, support staff and Administrators in CAEP program areas and best instructional practices.

Engage in an annual **Labor Market Information** presentation and discuss annually

Engage in activities to support **WASC (re)accreditation** via presentations and ongoing technical support

Continue to provide activities, support and technical assistance for **WIOA** applications

Establish ongoing **data monitoring** practices to track progress, acceleration, completion of programs, and transition to postsecondary and/or workforce to measure impact of activities and modify as needed.

Continue to **collaborate with Imperial Valley College** to support the engagement and support of students for seamless transitions.

## Activities & Outcomes

### Activity Name \*

Community College Exploration and Engagement

### Objective that Applies to this Activity

Improve Integration of Services & Transitions

### Brief Description of Activity \*

ICAEC Consortium Members will work with Imperial Valley College to host adult education students who are close to completing their HSD/HSE program for a Community College Exploration. Students will participate in informational sessions about degree and certificate programs and financial aid. Additionally, they will participate in a campus tour where they will receive hands on experiences of classes and facilities. This activity aligns with AB 104: Objective Seamless Transitions and CAEP State Priority: Learner Transition

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

Consortium Members will establish a process and to identify and engage students who are on track to graduate. IVC staff will Student knowledge of IVC programs and services will increase by 10% and will be measured using a pre-/post- survey.

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

IVC and Consortium Members will establish and implement a plans to host adult education students who are on track to graduate annually. Student knowledge of IVC programs and services will increase by 20% and will be measured using a pre-/post- survey. Enrollment at Imperial Valley College by adult education students will increase by 5%.

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

IVC and Consortium Members will refine and continue to implement plans to engage adult education students who are on track to graduate for a campus tour. Student knowledge of IVC programs and services will increase by 50% and will be measured using a pre-/post- survey. Enrollment at Imperial Valley College by adult education students will increase by 15%.

### Proposed Completion Date

06/30/2027

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

### Responsible person(s)

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montaña    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

**Activity Name \***

Individual Learning Plans for Students

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

ICAEC Consortium Members will work collectively to establish a uniform intake and progress monitoring process from enrollment to transition to postsecondary education and workforce, to be implemented across Imperial County Adult Education sites. This activity aligns with AB 104: Objective Gaps in Services and CAEP State Priority: Learner Transition

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

Establish a sub-committee to identify data and topics to begin drafting procedures for Intake and Orientation, ongoing progress monitoring, key points of contact and pre-transition processes. Establish baseline data for enrollment, retention, completion and transition to postsecondary and workforce. Sub-committee will meet monthly and prepare a draft of the plan to present to the Consortium by June 2023 for feedback and modifications as needed.

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

Work on updates/modifications for final approval by Winter 2023. Implement training for Adult Education staff in Spring of 2024 for implementation of process in Fall 2024. Review data for enrollment, retention, completion and transition to postsecondary and workforce to measure progress. Revisit procedures and update for data-driven, continuous improvement twice annually thereafter.

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

Full implementation at all adult education sites by Year 5. Review annually and update for continuous improvement.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montañó    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

**Activity Name \***

Marketing and Outreach

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Expand and increase marketing efforts for Adult Education programs to include social media presence and community outreach to increase enrollment, persistence and retention. This activity aligns with AB 104: Gaps in services and CAEP State Priority: Marketing

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



Increase social media presence, increased printed materials and community presence to support increases in enrollment, persistence, completion and transitions. Establish baseline data.

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

Increase social media presence, increased printed materials and community presence to support increases in enrollment, persistence, completion and transitions. Review data and modify plans as needed.

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

Increase social media presence, increased printed materials and community presence. Include success stories in community outreach and marketing. Review data and modify plans as needed.

#### Proposed Completion Date

06/30/2027

#### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

#### Responsible person(s)

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montañó    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

#### Activity Name \*

College Credit courses for Adult Ed

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Implement credit and non-credit college courses that are taught at Adult Education sites. This activity aligns with AB 104: Objective Gaps in Services and CAEP State Priority: Program Development/Curriculum/Classroom

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

Identify school(s) to pilot offering a course for college credit in ESL at one Adult Education site

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

Expand offering of a course for college credit in ESL at 3 Adult Education sites

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

Expand offering of courses for college credit in ESL and CTE at most Adult Education sites.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montañó    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Víctor Torres     |

**Activity Name \***

Increase Course Offerings

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase course offerings in ESL/HSE/HSD and CTE, expand offerings to alternative sites throughout the county and vary times courses are offered as needed/able. This activity aligns with AB 104: Objective Gaps in Services and CAEP State Priority: Program Development/Curriculum/Classroom

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

Assess needs to expand course offerings at adult education sites or alternative sites in the community. Engage in initial discussions with community K-12 partners to explore opportunities to offer courses at alternative school sites/classrooms.

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

Increase and expand course offerings at adult education sites or alternative sites in the community. Collaborate with community and K-12 partners to offer courses at school sites/classrooms.

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

Assess the need to increase and expand course offerings at adult education sites or alternative sites in the community. Continue to collaborate with community and K-12 partners to offer courses at school sites/classrooms as needed.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Responsible person(s)**

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montaña    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

**Activity Name \***

Professional Development

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Implement ongoing Professional Development opportunities for Adult Education teachers, administrators and other staff to continue to increase their knowledge and refine skills to better serve students and community. Topics will vary in an effort to provide staff opportunities to better understand Adult Education metrics, students' academic and personal and social needs and supports available to help students progress through programs. This activity aligns with AB 104: Professional Development and CAEP State Priority: Leadership

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

The Consortium will continue to host the annual Adult Education Professional Development Summit for teachers, administrators and support staff. Topics are selected annually to focus on areas of need. Collaboration with community partners and agencies for workforce and community resources. Adult Education staff will also participate in other professional development offered across the state of California and with partner agencies.

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

Continue to host the annual Adult Education Professional Development Summit for teachers, administrators and support staff. Expand topics and collaboration with community partners and agencies for workforce and community resources. Adult Education staff will continue to participate in other professional development offered across the state of California and with partner agencies.

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

Expand the Adult Education Professional Development Summit for teachers, administrators and support staff to be offered twice annually. Expand topics and collaboration with community partners and agencies for workforce and community resources. Adult Education staff will continue to participate in other professional development offered across the state of California and with partner agencies.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montaña    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

**Activity Name \***

Labor Market Information and Workforce Engagement

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

To stay current with the latest trends in workforce the Consortium will participate in an annual meeting to review Labor Market Information and engage with Workforce partners. This activity aligns with AB 104: Leveraging Resources and CAEP State Priority: Leadership

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

Develop an annual Adult Education and Workforce Forum to learn about Labor Market Information and local trends in workforce and employment.

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

Implement the inaugural Adult Education and Workforce Forum with leaders from workforce and adult education. Review and refine meeting annually and gauge engagement and knowledge via surveys.

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

Host an annual Adult Education and Workforce Forum with leaders from workforce and adult education. Foster connections to workforce and increase opportunities for adult education students in job shadowing, internships and employment.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

**Responsible person(s)**

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montaña    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

**Activity Name \***

K-12 Educational Partner Engagement

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Engage K-12 partners to increase knowledge and awareness of Adult Education programs and opportunities for students, parents and other community members. Establish opportunities to increase collaboration to engage participants for adult education programs.

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

Establish connections between site principals, school counselors and other staff to begin conversations about the benefits of adult education and how it can benefit their students (18+), parents and other adults.

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

Implement annual opportunities to connect with pertinent K-12 staff and activities to support the marketing of and connection to Adult Education programs and services. Track and review enrollment data to measure impact of partnership.

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

Continue to implement opportunities to connect with pertinent K-12 staff and activities to support the marketing of and connection to Adult Education programs and services. Track and review enrollment data to measure impact of partnership.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

#### Responsible person(s)

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montañó    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

#### Activity Name \*

Strengthening Partnership with WDB

#### Objective that Applies to this Activity

Improve Integration of Services & Transitions

#### Brief Description of Activity \*

Establish stronger connection and partnership with Imperial County Workforce Development Board for increased collaboration and leveraging of resources. This activity aligns with AB 104: Leveraging Resources and CAEP State Priority: Leadership

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

Implement a regular standing item on Regular Board Meeting agendas for ongoing updates from ICWDB.

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

Implement quarterly presentations for Members at Board Meetings for updates from ICWDB. Continue to have a regular standing item on Regular Board Meeting agendas for ongoing updates from ICWDB.

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



Continue to implement quarterly presentations for Members at Board Meetings for updates from ICWDB. Continue to have a regular standing item on Regular Board Meeting agendas for ongoing updates from ICWDB. Explore options to host WDB staff and services at adult education sites.

**Proposed Completion Date**

06/30/2027

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

| Name              |
|-------------------|
| Angelita Ortiz    |
| Antonio Munguia   |
| Celso Ruiz        |
| Darrell Pechtl    |
| Juan Moreno       |
| Katrina León      |
| Renato Montaña    |
| Rogelio Ruvalcaba |
| Simon Canalez     |
| Victor Torres     |

**Funds Evaluation**

**Member Allocations and Expenditures**

| Member Agency                                    | Prior Year Total Leveraged Funds | Program Reporting Status |
|--|----------------------------------|--------------------------|
| <a href="#">Brawley Union High</a>               | \$94,000                         | Certified                |
| <a href="#">Calexico Unified</a>                 | \$339,780                        | Certified                |
| <a href="#">Calipatria Unified</a>               | \$48,930                         | Certified                |
| <a href="#">Central Union High</a>               | \$691,943                        | Certified                |
| <a href="#">Holtville Unified</a>                | \$192,156                        | Certified                |
| <a href="#">Imperial CCD</a>                     | \$39,250                         | Certified                |
| <a href="#">Imperial Co. Office of Education</a> | \$0                              | Certified                |
| <a href="#">Imperial Unified</a>                 | \$87,521                         | Certified                |
| <a href="#">San Pasqual Valley Unified</a>       | \$64,775                         | Certified                |
| <b>Totals</b>                                    | <b>\$1,558,355</b>               | <b>9/9 Certified</b>     |

#### Funds Evaluation \*

The Imperial County Adult Education will continue to work together to allocate funds appropriately to support programs across Imperial County. Members will continue to meet regularly and receive ongoing reports and engagement regarding funding. Additionally, Members will continue to collaborate with community agencies to leverage resources to support additional supports and services for students and staff. Ongoing fiscal monitoring and reporting will continue to be of high priority to ensure Members are progressing as appropriate and support with planning as needed. Members will continue to support one another in seeking additional funding to support adult education programs and improve and expand services as appropriate.

## Certification

### Brawley Union High - Member Representative

**Simon Canalez**

[scanalez@brawleyhigh.org](mailto:scanalez@brawleyhigh.org)

(760) 312-6085

**Mr. Antonio Munguia 3125100**

Adult Education Director

[tmunguia@brawleyhigh.org](mailto:tmunguia@brawleyhigh.org)

(760) 312-5100

Approved by Mr. Antonio Munguia 3125100

06/09/2022 01:14 PM PDT

**Callexico Unified - Member Representative**

**Juan Moreno**

Director of Alternative Ed

[jmoreno@cusdk12.org](mailto:jmoreno@cusdk12.org)

(760) 768-3940

**Carlos Gonzalez**

Acting Superintendent

[cgonzales@cusdk12.org](mailto:cgonzales@cusdk12.org)

(760) 768-3888 ext: 3010

**Vianey Rubio**

[vrubio@cusdk12.org](mailto:vrubio@cusdk12.org)

(760) 768-3888 ext: 3022

Approved by Vianey Rubio

06/15/2022 10:53 AM PDT

**Calipatria Unified - Member Representative**

**Angelita Ortiz**

Associate Superintendent

[aortiz@calipat.com](mailto:aortiz@calipat.com)

(760) 348-2158

**Mr. Joe Derma**

Principal

[jderma@calipat.com](mailto:jderma@calipat.com)

(760) 455-1373

Approved by Angelita Ortiz

06/09/2022 12:47 PM PDT

**Central Union High - Member Representative**

**Mr. Darrell Pecht l**

Director of Adult, Student and Parent Services

[dpechtl@cuhsd.net](mailto:dpechtl@cuhsd.net)

(760) 312-7052

**Ward Andrus Ed. D.**

Superintendent

[wandrus@cuhsd.net](mailto:wandrus@cuhsd.net)

(760) 336-4500 ext: 4516

Approved by Mr. Darrell Pechtl

06/17/2022 10:55 AM PDT

**Holtville Unified - Member Representative**

**Celso Ruiz**  
Superintendent  
[celso@husd.net](mailto:celso@husd.net)  
(760) 356-2974

Approved by Celso Ruiz

06/09/2022 01:02 PM PDT

**Imperial CCD - Member Representative**

**Victor Torres**  
Associate Dean of Workforce Development and Non-Traditional Instruction  
[victor.torres@imperial.edu](mailto:victor.torres@imperial.edu)  
(760) 355-6311 ext: 6311

**Dr. Lennor Johnson**  
Interim Superintendent/President for Imperial Community College District  
[lennor.johnson@imperial.edu](mailto:lennor.johnson@imperial.edu)  
(760) 355-6472

Approved by Dr. Lennor Johnson

06/09/2022 01:09 PM PDT

**Imperial Co. Office of Education - Member Representative**

**Renato Montaña**  
Deputy Superintendent  
[renato.montano@icoe.org](mailto:renato.montano@icoe.org)  
(760) 312-6572

**Amanda Brooke**  
Deputy Superintendent  
[amanda.brooke@icoe.org](mailto:amanda.brooke@icoe.org)  
(760) 312-6429

Approved by Renato Montaña

06/09/2022 12:48 PM PDT

**Imperial Unified - Member Representative**

**Mr. Rogelio Ruvalcaba**  
Assistant Superintendent  
[rruvalcaba@imperialusd.org](mailto:rruvalcaba@imperialusd.org)  
(760) 355-3200

**Cynthia Herrera**  
[cherrera@imperialusd.org](mailto:cherrera@imperialusd.org)  
(760) 355-3220 ext: 22210

Approved by Mr. Rogelio Ruvalcaba

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**San Pasqual Valley Unified - Member Representative**

**Dr. Katrina León**  
Superintendent  
[kleon@spvusd.org](mailto:kleon@spvusd.org)  
(760) 572-0222 ext: 2099

**Kish Curtis**  
CBO  
[kcurtis@spvusd.org](mailto:kcurtis@spvusd.org)  
(760) 572-0222 ext: 2088

Approved by Dr. Katrina León

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