

22 Imperial County Adult Education Consortium

Plans & Goals

Executive Summary

The Imperial County Adult Education Consortium (ICAEC) is committed to continued partnership, implementation of systems to support student's academic and social emotional needs, ongoing progress monitoring and data collection to ensure that all programs are offering student opportunities to be successful in programs and ensure smooth transitions to postsecondary options and/or the workforce. Members continue to meet monthly and collaborate and work toward common goals to provide adult learners access to high quality educational opportunities that are appropriate and accessible. ICAEC members regularly collaborate to review past/best practices, manage funds, and look forward to make decisions to benefit adult learners across Imperial County. The 2021-2022 school year continued to present unprecedented challenges, opportunities and successes.

Members worked diligently to provide in-person classes while still dealing with the ongoing challenges of COVID-19. Member districts opened their doors and welcomed new and returning students to their programs. While enrollment is still not up to pre-pandemic levels, the Consortium made strides to re-engage the community in HSD/HSE and ESL programs. The ICAEC resumed in-person monthly meetings to ensure collaboration, support, and continuity of services for the adults in the community, sharing best practices and supporting each other to persist in offering high quality programs. The collaborative approach of the Consortium has provided members the opportunity to lean on and learn from one another. The cooperative nature has enabled all programs to sustain services while still planning for growth. The establishment of a coordinated countywide calendar which includes information on course offerings, important dates and deadlines as well as links and contact information for the public to access Adult Education services continues to be a valued resource. Other notable accomplishments are the continuation of programs and student graduations, incorporation of technology in the classroom, increased support to students to address basic needs and ongoing professional development to support teachers and other staff. The Imperial County Jail program continued to experience especially difficult challenges delivering an adult education program due to COVID-19 protocols, and were pleased to learn that they could begin deliver of programs in the spring. Student Success Specialists continue to greatly impact students via their work readiness workshops, postsecondary guidance, and connecting students with community agencies to provide support for food insecurity, health, shelter, and public assistance, which continues to be especially important. Data collection, monitoring and reporting are still a priority and staff continues to learn better ways to track and monitor data.

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 and Economic 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.

Regional Planning Overview

Consortium members went through an extensive process in developing the ICAEC Three-Year Plan where the consortium identified nine (9) activities and measurable goals to increase success of adult education programs. Collectively, members chose to focus on the three afore mentioned goals to target one of the most prevalent needs: identification, enrollment,

support and retention of students in programs. Being that our students present to us with significant challenges and barriers such as unemployment, food/housing insecurity, language needs and lack of access to technology tools and skills, it is imperative that we provide deep, personal, wrap-around services to support student through our programs and on to success in postsecondary options and/or employment. The COVID-19 pandemic only amplified the needs in our community and the ICAEC is committed to continuing to provide programs to support the adult learners in our community by actively promoting programs, expanding offerings and providing access to much needed educational and workforce services.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The current, immediate need for the Imperial County Adult Education Consortium is identification, enrollment, support and retention of students in HSE/HSD and ESL programs.

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

The consortium used data metrics including attendance reports, ASAP/TopsPRO, persistence data, outreach information and communication via recruitment efforts in fall and spring where students reported their challenges and needs.

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

The consortium members went through an extensive process to develop the Three-Year Plan and identified this and other needs. Members are in the process of identifying strategies to address this and other issues. Some of the identified strategies include the monitoring of enrollment and persistence data, and implement incremental practices. We will know we are successful when we see an increase in the number of students enrolling, persisting and moving on to postsecondary options and/or employment.

Address Educational Needs

2022-23 Strategies

Strategy Name

Marketing and Outreach

Activity that Applies to this Strategy

Marketing and Outreach

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Expand and increase marketing efforts for Adult Education programs to include social media presence and community outreach to increase enrollment, persistence and retention. Consortium will focus efforts to increase social media presence, increased printed materials and community presence to support increases in enrollment, persistence, completion and transitions. Monitor baseline data and modify strategies as needed. These efforts will increase enrollment and engagement which will allow participants to pursue their goals and attaining higher education and employment opportunities.

Strategy Name

College Credit Courses

Activity that Applies to this Strategy

College Credit courses for Adult Ed

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Identify school(s) to pilot offering a course for college credit in ESL at one Adult Education site. Pilot will allow the Consortium to identify best practices and address areas of need.

Strategy Name

LMI and Workforce Engagement

Activity that Applies to this Strategy

Labor Market Information and Workforce Engagement

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. Develop a plan to establish an annual Adult Education and Workforce

Forum to learn about Labor Market Information and local trends in workforce and employment.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Individual Learning Plans for Students

Activity that Applies to this Strategy

Individual Learning Plans for Students

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

A sub-committee will be established 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.

These strategies will provide the opportunity for Adult Education staff to work with students to establish goals which will provide the basis for ongoing progress monitoring and support. This strategy will encourage completion of programs and better preparation for postsecondary education and/or employment.

Strategy Name

Community College Exploration and Engagement

Activity that Applies to this Strategy

Community College Exploration and Engagement

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. Consortium Members will establish a process and to identify and engage students who are on track to graduate. IVC staff will increase student knowledge of IVC programs and enrollment in postsecondary options.

Strategy Name

Increase course offerings

Activity that Applies to this Strategy

Increase Course Offerings

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. 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.

Strategy Name

K-12 Partnerships

Activity that Applies to this Strategy

K-12 Educational Partner Engagement

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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.

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.

Strategy Name

Strengthening Partnerships

Activity that Applies to this Strategy

Strengthening Partnership with WDB

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

Establish stronger connection and partnership with Imperial County Workforce Development Board for increased collaboration and leveraging of resources. Implement a regular standing item on Regular Board Meeting agendas for ongoing updates from ICWDB. This collaboration will support the leveraging of resources and increase offerings of resources for students.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Professional Development

Activity that Applies to this Strategy

Professional Development

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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. 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.

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 plans continue to focus on establishing (and re-establishing) healthy adult education programs across our county. Members continue to focus on leveraging resources to provide foundational courses to support adult learners to learn English, earn their High School diploma or equivalency and provide workforce preparation. Consortium members have come together to review existing practices and align efforts and policies to ensure seamless transitions for students. While much of the last three years focused on improving the quality of services, and due to the COVID-19 pandemic, maintaining and establishing distance learning programs, efforts to increase enrollment and persistence are the area of focus for the current Three-Year Plan. We continue to focus on providing course offerings at varying times to meet student needs while increasing opportunities to support the needs of our students to ensure their basic needs are met to focus on their educational plans.

Additionally, staff continue to enhance their skills using data systems and how to harness rich data to drive programs. Partnerships are the cornerstone of our work and we continue to support one another in the work to educate adult learners in Imperial County.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

Members who have carry-over funding will be using their funds to pay for important resources such as marketing of their programs, engagement and retention of students, offering additional classes, acquiring technology equipment for students and staff, hiring additional staff, update curriculum, strengthening partnerships, professional development and enhancing current offerings.

Certification

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09/07/2022 02:34 PM PDT

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