

22 Imperial County Adult Education Consortium

CONSORTIUM APPROVED

2023-24

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 2022-2023 school year continued to present some challenges, opportunities and successes.

Members worked diligently to provide in-person classes while focusing on reengaging adult learners to return to classes "post-pandemic". Member districts opened their doors and welcomed new and returning students to their programs. Members saw an increase in enrollment, for some, they are at pre-pandemic levels. The Consortium made strides to re-engage the community in HSD/HSE and ESL programs. The ICAEC met monthly in-person to ensure collaboration, support, and continuity of services for the adults in the community with a focus on 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 which were only lifted on February 15th of this year. 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. A network for staff who monitor and input data was established and met quarterly to learn together and ensure calibration on data collection and tracking.

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 and beyond pre-pandemic levels and 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 continue 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 need for the Imperial County Adult Education Consortium is identification, enrollment, and retention of students in HSE/HSD and ESL programs. While some programs have seen an increase in enrollment comparable to pre-pandemic levels, others are still below. Additionally, retention and completion continues to be a challenge for all consortia members.

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 via recruitment efforts in fall and spring where students reported their challenges and needs. Additionally, a needs assessment was conducted with all consortium members where they shared their challenges and goals for their program in an effort to learn more about individual challenges and best practices.

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 participate in consortium-wide activities to meet goals as well as identify strategies to address this and other issues at the site level. 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

2023-24 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

Continue to 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 attain higher education and employment opportunities.

Strategy Name

College Credit courses for Adult Ed

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

One school has been identified to offer a course for college credit in ESL at one Adult Education site although the course may need to be offered at the community college campus. Efforts will be made to explore offering courses at adult ed sites for ease of access for students.

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. The first Adult Education and Workforce Forum will take place in 2023-2024. Adult Ed leaders will know more about the workforce landscape and inform future decisions for courses and pathways.

Improve Integration of Services & Transitions

2023-24 Strategies

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. The first engagement activity will take place in 2023-2024.

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 needs assessment was implemented to identify data and topics to begin drafting procedures for Intake and Orientation, ongoing progress monitoring, key points of contact and pre-transition processes.

Baseline data for enrollment, retention, completion and transition to postsecondary and workforce will be developed early fall. Sub-committee will meet regularly and prepare a draft of the plan to present to the Consortium 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

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.

The need to increase course offerings is a regular topic of discussion at Consortium meetings. Based on discussions and other data, there appears to be a need to expand ESL courses and GED in Spanish and via distance learning models. Once consortium is offering a hybrid GED course while two other consortium members will pilot distance learning courses in an effort to increase engagement and completion.

Strategy Name

K-12 Educational Partner Engagement

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

Consortium members have established partnerships with K-12 partners to increase knowledge and awareness of Adult Education programs and opportunities for students, parents and other community members.

Members will continue to establish opportunities to increase collaboration to engage participants for adult education programs.

in 2023-2024, efforts will be made to connection with K-12 site principals, school counselors and other staff to begin conversations about the benefits of adult education, how it can benefit their students (18+), parents and other adults and discuss opportunities to collaborate to engage parents and other adults to leverage adult education programs to meet their goals.

Strategy Name

Strengthening Partnerships with WDB

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

Strategy Description

Efforts continue to establish a stronger connection and partnership with Imperial County Workforce Development Board for increased collaboration and leveraging of resources. A regular standing item on Regular Board Meeting agendas has been added for ongoing updates from ICWDB. This collaboration will support the leveraging of resources and increase offerings of resources for students.

Improve Effectiveness of Services

2023-24 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

Ongoing Professional Development opportunities for Adult Education teachers, administrators and other staff are offered in an effort 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 and has added a second PD Summit in the Spring. 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 recovering from the COVID-19 pandemic, maintaining and establishing high quality, innovative programs, efforts to increase enrollment and persistence and improving the quality of services are the area of focus for the current Three-Year and Annual Plan. We continue to focus on providing course offerings at varying times and various delivery models 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 2023-24.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-2024.

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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