

## 22 Imperial County Adult Education Consortium

CONSORTIUM APPROVED

2024-25

### 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 to 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 2023-2024 school year presented some opportunities, successes and some minor challenges. Members worked diligently to provide in-person classes while focusing on engaging adult learners in ways that are best for them. Member districts opened their doors and welcomed new and returning students to their programs. Members saw an increase in enrollment, while still focusing on engagement and retention in HSD/HSE and ESL programs. The ICAEC met monthly 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. Additionally, the structure lends itself to support changes to roles at the different sites. 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 continues to experience some challenges due to changes in leadership, however were focused and persistent in their charge to offer GED/HSD and were able to successfully implement their program by mid-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. The Consortium will continue to use a coordinated calendar for enrollment and professional development as well as fostering relationships with business and industry. After the challenges of these past few years, the ICAEC is excited to report that through innovation and continued focus there are some things to celebrate! Robert F Morales Adult School (Calexico) secured WASC accreditation and is in the process of becoming a GED testing center. Additionally, the consortium will be implementing distance learning GED courses for adults who experience challenges with transportation and child care. The Consortium also implemented the first of many, Community College engagement days. Students spent a half-day on the community college campus where they heard from professors and leaders about the opportunities available to them. We look forward to seeing an increase in enrollment in postsecondary education certificate and degree programs as a result. 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 aforementioned 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 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 and resources.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

The current and ongoing need for the Imperial County Adult Education Consortium is identification, enrollment, and retention of students in HSE/HSD and ESL programs. While most programs have seen an increase in enrollment comparable to pre-pandemic levels, retention and completion continues to be a challenge for all consortia members. Efforts to keep students engaged are an ongoing process

#### 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?

Consortium members went through an extensive process to develop the Three-Year Plan and identified this need amongst others. 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 promising practices. We will know we are successful when we see an increase in the number of students persisting and moving on to postsecondary options and/or employment.

## Address Educational Needs

### 2024-25 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 in high traffic areas 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.

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### 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. Implementation has posed some challenges but efforts to pilot are ongoing

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### 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)

**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. The Consortium will implement 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

### 2024-25 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 successfully implemented the first Community College exploration days and will continue to work with Imperial Valley College to increase the number opportunities for adult education students who are close to completing their HSD/HSE program to participate in a Community College Exploration Day. 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 refine their process 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 took place in 2023-2024 and more are planned for 2024-2025.

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**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)
- 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**

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.

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**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. 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. Progress will be monitored and reported to consortium members at board meetings.

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**Improve Effectiveness of Services**

**2024-25 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 robust 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. Additionally, an increased focus on transitions to postsecondary education have become a focus as part of this Three-Year Plan. Consortium members come together to review existing practices and align efforts and policies to ensure seamless transitions for students. While many recent 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 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 2024-25.**

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.

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