

## 31 Gateway Adult Education Network

CONSORTIUM APPROVED

2024-25

### Plans & Goals

#### Executive Summary

The Gateway Adult Education Network (GAEN) consortium oversees our region's implementation of the California Adult Education Program (CAEP). Our region is a large but lightly populated area in the San Joaquin Valley. It includes Chowchilla (Northern Madera Co.), Mariposa, and Merced counties, an area of mountainous, agricultural, semi-urban, urban, and rural communities. Such a diverse area provides opportunities for adult education expansion and raises challenges that such a diverse territory encompasses. GAEN's regional demographics show that over 52,000 out of 214,704 adults do not possess a high school diploma or equivalent. Merced Community College, Merced County Office of Education, and the six K-12 school districts in the region will continue to assist hundreds of people in becoming educated and trained through the Network's efforts as we enter the endemic. GAEN's top priority is restoring essential education services from the reductions during the COVID-19 pandemic by using different teaching modalities to meet the needs of adult learners. The Hy-flex model of instruction has helped many adult students to reach their educational goals. The Gateway Adult Education Network plan for the 2024-2025 Program Year addresses educational needs by continuing to offer courses and services that provide the region's adult learners with academic and employability skills needed to meet the student's personal, educational, and career goals. Consortium members will conduct frequent surveys and intentionally analyze the surveys' results and DIR quarterly reports. In addition, GAEN will work on developing consortium-wide conference and collaboration days with the support of TAP. The GAEN consortium will continue coordinating outreach and marketing activities to increase awareness of and access to adult education programs and services members offer. GAEN does hiring events to help the adult learners in our consortium; the DiversAbility Hirings and Resources event targets students of different abilities and backgrounds who need additional support to get employed. Also, in the Los Banos Hiring and Resources event, we help the students connect with jobs. Both events were well attended; the DiversAbility event had more than 500 participants, and the Los Banos event had more than 350 participants. All the events focus on helping our students connect with services, employment, and the resources available within our region. These events are great recruitment opportunities for our school and community partners.

#### Regional Planning Overview

The Gateway Adult Education Consortium will provide adult education services that focus on programs that meet the needs of those seeking adult primary education, high school diploma or high school equivalency completion, learning English as a second language, career and technical education, and certifications. In addition, adult learners will receive workforce and employability skills training and other courses that will lead to family-sustaining wages. As a consortium, we will continue expanding programs and providing support services through partnerships with different community-based organizations to reduce the barriers and increase access and success for our adult learners. One of GAEN's priorities is to continue working as a consortium to ensure that all our adult learners have access to computers, Chromebooks, the internet, digital literacy training, and different instructional formats to continue their education. For the next three years, the GAEN members will continue to use the students' data, Labor Market Information, and Census 2020 data, among other sources of information, to inform our decisions on how to address issues of our immigrant students, students with disabilities, and how we can best serve all of the adult learners in our community at the endemic years.

### Meeting Regional Needs

#### Regional Need #1

##### Gaps in Service / Regional Needs

Despite the large geographical area of our consortium, overlapping needs are resulting in gaps in services region-wide that can be summarized as basic skills acquisitions, serving our Adults with Disabilities, and transportation. Regarding basic skills acquisitions, there is a significant need for GED, High School Diploma, ESL, and basic computing classes. These classes contribute to a student's ability to progress in their educational attainment, secure higher-wage employment, and sometimes flee poverty. Serving our Adults with Disabilities has been included in our 3-year plan and is part of each annual plan. In our region, the need for technology and internet access in rural areas limits their ability to participate in online or hybrid learning modalities.

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

The Gateway Adult Education Network conducted various surveys and data collection from recent graduates, prospective students, and the community. The results showed that all deficiencies mentioned in the previous question were identified. The recurring theme is that some students cannot join our classes due to some or all of the previously mentioned barriers. And now, after facing a pandemic, we are using different modalities of instruction to meet the student's needs. We also developed partnerships with other agencies to provide support services to help our adult learners to enroll, attend, and achieve their goals. .

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

We will measure the effectiveness of meeting our needs by increasing the number of adults served, completion rates, employment attainment and certifications, improvement in CASAS tests, and decreased transportation needs.

## Address Educational Needs

### 2024-25 Strategies

**Strategy Name**

System of Data Analysis

**Activity that Applies to this Strategy**

System of Data analysis

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

GAEN members will develop a system to evaluate the students' data using the TOPs reports and select a Data Committee to complete this task.

**2023-2024 Progress**

The GAEN consortium will start the quarterly data study sessions to review, evaluate, and analyze the students' data. The GAEN consortium is working on a database to help us with transitions and follow-ups regarding the student's progress and transition to community college or employment.

## Improve Integration of Services & Transitions

## 2024-25 Strategies

### Strategy Name

Monitoring Student Progress

### Activity that Applies to this Strategy

Monitoring student progress

### Metrics that Apply to this Activity/Strategy

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

### Strategy Description

Develop a Transition Plan to help students navigate the different programs and identify the support needed to ensure the student's seamless transition to higher education or the workforce.

2023 -2024 Progress

The GAEN consortium worked on the Transition Plan. The members reviewed a draft of the plan, which will be used with the ELL Healthcare Pathways students.

## Improve Effectiveness of Services

### 2024-25 Strategies

#### Strategy Name

Community Advisory Meetings

#### Activity that Applies to this Strategy

Community Advisory Meeting

#### Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

#### Strategy Description

GAEN consortium will improve the collaboration with community-based organizations by creating an advisory committee to help us better serve the adult learners in our region. GAEN will refine and improve practices of collecting and utilizing student data to increase enrollment, attendance, and completion rates.

2023-2024 Progress

The GAEN consortium has developed partnerships with the Department of Rehabilitation, Merced County Probation Department, and Merced County Department of Workforce Investment. These partnerships help us provide wrap-around services to adult learners in the region. For the 2024-25 years, the GAEN consortium will continue strengthening within our region.

## 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.**

The Fiscal Agent requests its member's quarterly Financial Status Reports (FSRs). The FSRs are reviewed to complete appropriate support documentation and ensure it is consistent with the submitted work plans. Once the Accounting Technician reviews, they are routed to the Fiscal Agent's Certifying Official for additional review. The FSRs are routed back to Fiscal for record-keeping. The Fiscal Agent then reviews the reported expenditures against the approved member's budgets. The members complete a Budget Modification Request Form that is then routed for approval at the GAEN Board Meeting. The Fiscal Agent receives all approved Budget Modification Request Forms and updates members' budgets as applicable. Each Consortium Member provides expenditure reports by object code to the fiscal agent, validated and combined for the Consortia to be reported to the State. Consensus and approval for the programs to be served in our Consortium were agreed upon at the April 15th, 2021, GAEN Board Meeting. All members' work plans include details about the populations to be served, and the work plans were approved at such a meeting. As a Consortium, we serve within all seven categories based on the region's needs. Regarding the 5 percent administrative costs, the Fiscal Agent has agreed not to charge more than 5% of the AB104 funds allocated to the Consortium for administrative responsibilities. The Fiscal Agent will track hours spent for managerial procedures and only actual charge expenses, not to exceed 5% of the award amount.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.** GAEN members review the Carryover Proposal Modification Requests to approve the use of carryover funds for one-time student-centered projects.

## Certification

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