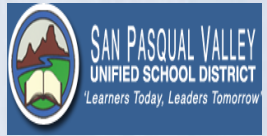


AB86

COLLABORATING TO BETTER SERVE
THE EDUCATIONAL NEEDS OF ADULTS



Imperial County Adult Education Consortium *"Committed to Serving the Adults of Imperial County"*

Regional Comprehensive Plan

**Submitted by: Dr. Martha O. Garcia
March 1, 2015**

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AB 86 Overview

The 2013-2014 State Budget appropriated \$25 million to the California Community College Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants. The funds will be provided to eligible consortia for the purpose of developing regional plans for adult education. Assembly Bill 86 (AB 86) outlines expectations for consortium development as well as planning and implementation requirements to establish the Adult Education Consortium Program. The intent of AB 86 is to expand and improve the provision of adult education –via these consortia– with incremental investments starting with the 2015-16 fiscal year.

Regional Consortia Information

There are 68 Adult Education Regional Consortiums. Of the consortiums, approximately 21% have a school district as the fiscal agent and 79% have a community college district as the fiscal agent. During the AB 86 Adult Education Consortium Planning Grant, the Imperial County Adult Education Consortium's fiscal agent is Imperial Community College District. The primary contact person is Dr. Martha O. Garcia, Special Projects Coordinator, at (760) 355-6136 or martha.garcia@imperial.edu. However, for the proposed Block Grant, the Imperial County Adult Education Consortium's Lead Educational Agency (LEA) will be the Imperial County Office of Education. The primary contact person will be Amanda Brooke, Deputy Superintendent, at 760-312-6581 or Amanda.brooke@icoe.org.

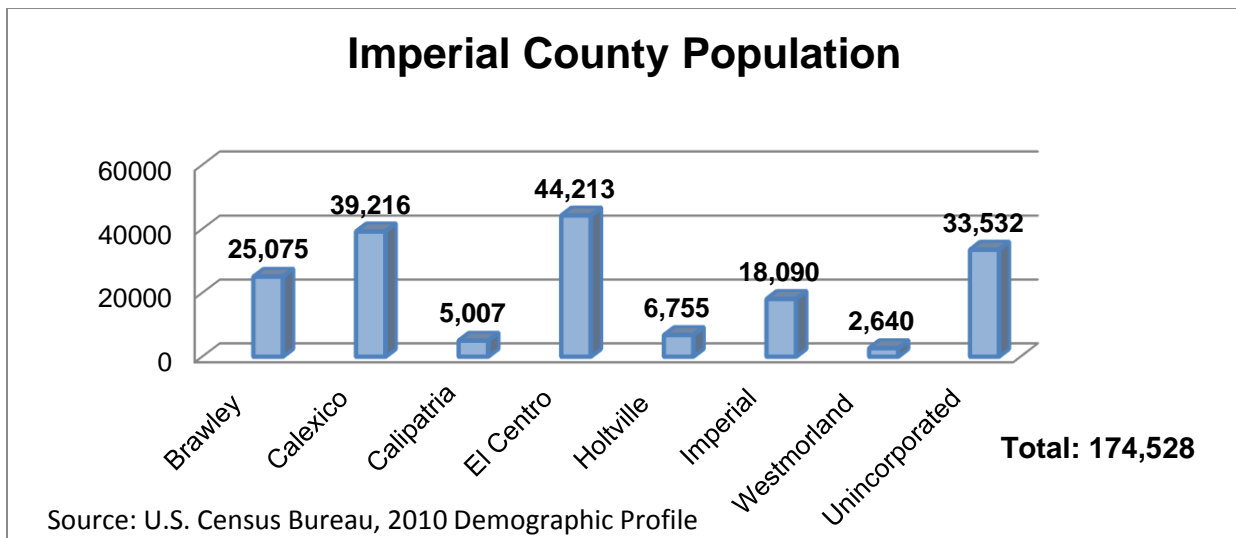
Imperial County Profile

Imperial County is the ninth largest county in California, encompassing 4,597 square miles. Three-fourths of Imperial County consists of mountain ranges and desert

sand. Imperial County is bordered by Riverside County to the north, Yuma, Arizona and the Colorado River to the east, San Diego County to the west and Mexico to the south. Directly across the international border from Calexico, CA, lies the city of Mexicali, the capital of Baja California, Mexico, with an estimated population of more than one million residents.

The total population for Imperial County in 2013 was 176,584 with an estimated growth rate of 4.2% annually. In the 2013 census, the ethnic demography of the county was 81% Hispanic, 12% White, 3% African American, 2% Asian/Pacific Islander, 2% American/Alaskan Native, and 1% other race/two or more races.

The following table reflects Imperial County population by city:



The median annual income for a household in Imperial County is \$41,255. Twenty three percent of the population is living below the poverty line. The annual average unemployment rate for Imperial County was 26.1% in 2013 compared to California's rate of 7.4%. Due to the significant seasonal agricultural economy, greater variations in employment occur, resulting in the county's consistently high

unemployment rate. According to the Employment Development Department (2014), Imperial County unemployment rate was 22.6% in November, 2014.

According to the U.S Census Bureau, families in Imperial County face considerable hardship and family composition contribute to that hardship. Families in Imperial County are larger than the state average with 3.77 family members versus 3.43 statewide. In addition, a quarter (25%) of all Imperial County children live in single parent families, compared to 19% at the state level.

PROJECT MANAGEMENT PLAN

In February 2014, the Imperial County Adult Education Consortium submitted the Project Management Plan depicted below from pages 4 to 17 as a requirement to be funded the AB 86 Adult Education Consortium Planning Grant. The Project Management Plan has been slightly modified to reflect additional decisions that have evolved during the planning process. In addition, it is imperative to emphasize that on February 24, 2015 the Imperial County Adult Education Consortium voted that for the proposed Block Grant, the Imperial County Adult Education Consortium's Lead Educational Agency (LEA) will be the Imperial County Office of Education.

Introduction

Imperial County experiences some barriers that make it difficult for many residents to persevere and succeed. Moreover, adult education services have greatly diminished during the past few years. Prior to the AB 86 legislation, there was no adult education provider collaboration. The local school district superintendents attend a monthly superintendent's meeting, but the focus for that collaborative has not been adult education service collaboration. AB 86, Adult Education provides the opportunity to create a great collaborative that will provide the best adult education services to

Imperial County residents. The collaboration between Imperial Valley College and the local high school districts has been favorable and has encouraged hope for a great long-term collaborative that will positively impact the future of adult education services in Imperial County.

Organizational Structure

Governance Structure

The Imperial County high school superintendents, the Imperial County Office of Education superintendent and the Imperial Valley College superintendent/president mutually agreed on January 20, 2015 that they would develop a governance structure that would provide guiding principles and funding formula principles to the Imperial County Adult Education consortium and the proposed Allocation Board. It is significant to highlight that Imperial County's Adult Education Allocation Board will be appointed as soon as the Department of Finance finalizes the Trailer Bill language.

Consortium Members

The Imperial County Adult Education Consortium is comprised of all the high school districts and the only community college serving Imperial County. The consortium members consist of the following:

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|--|
| 1. Imperial Community College District, Fiscal Agent |
| 2. Calexico Unified School District |
| 3. San Pasqual Valley Unified School District |
| 4. Holtville Unified School District |
| 5. Central Union High School District |
| 6. Imperial Unified School District |
| 7. Brawley Union High School District |
| 8. Calipatria Unified School District |

Consortium Partners

Several consortium partners have been identified and contacted. Their participation in the consortium will be solidified during the planning process. A few consortium partners will not be providing direct services to adult education learners, but will provide input and guidance to the consortia. The Imperial County Adult Education Consortium partners identified are as follows:

| |
|---|
| 1. Imperial County Office of Education, Alternative Education; service provider |
| 2. Imperial County Sheriff's Office; service provider |
| 3. Imperial County CalWORKs Department, guidance/input provider |
| 4. Imperial County Workforce Development Board, guidance/input provider |
| 5. Imperial County Library, Literacy Coalition; service provider |

Imperial Valley College is a member of the San Diego/Imperial County Community College Association (SDICCA) and the collaboration with San Diego County community college districts will continue to exist. The main goal is to keep abreast the Region 10 community colleges about Imperial County's adult education development and renovation. The adult student needs are diverse in the two counties; however, a strong partnership exists.

Consortium Guiding Principles

Imperial County Adult Education Consortium members held a discussion regarding the guiding principles for this collaborative. The consortium members determined that the following guiding principles will lead this effort:

1. Re-invent adult education services to serve the needs of Imperial County;
2. Ensure that adult education services are equally provided and accessible in the region;
3. Invest mainly in providing actual adult education services;
4. Look at the big picture, embrace change and the possibilities;

5. Refrain from self-interest;
6. Leverage success stories and aid and guide smaller adult education service providers; and
7. Learn from each other.

The main goal of the Imperial County Adult Education Consortium is to work in unity to help provide the best adult education services to adult learners in Imperial County. This goal will be fulfilled with authentic commitment from all members. The consortium members recognize the significance of adult education services, since this is the initial step toward higher education and/or employment.

Shared Leadership Strategies

Leadership Strategies and Leadership Team

During the inception of this endeavor, the Superintendent/President for Imperial Valley College attended a monthly Imperial Valley P-16 Council meeting on October 16, 2013. The Imperial Valley P-16 Council is a preschool through higher education community collaborative promoting a college-going culture. During the meeting, Imperial Valley College Vice President for Academic Services provided Imperial County school superintendents and leaders with details regarding AB 86, Adult Education. There was an extensive discussion held regarding AB86, Adult Education and pending planning grant funds. As a result, the Imperial County superintendents and leaders collectively decided to designate Imperial Community College District as the fiscal agent for this endeavor. Moreover, a follow-up meeting was held at Imperial Valley College on January 8, 2014. Imperial County superintendents were invited to continue the discussion regarding AB 86, Adult Education and were informed of the AB 86 Certification of Eligibility

application; again the collective decision was to designate Imperial Community College District as the fiscal agent. A couple follow-up meetings occurred and it was mutually determined that the Imperial County Adult Education Consortium would be comprised of the Superintendent/President for Imperial Valley College and six of the seven high school district superintendents. The consortium members' central responsibility is to mutually make decisions regarding resource allocation and make organizational decisions that will impact future adult education services and adult learners.

The consortium collectively decided that each member institution would assign a representative or representatives to the Imperial County Adult Education leadership work group. The leadership work group is comprised of the following individuals:

| |
|---|
| Imperial Valley College- VP of Academic Services, three instructional deans, Imperial County Adult Education Consortium Lead, ESL Department Chair, English Department Chair and Math Coordinator; |
| Calexico Unified School District – Adult Education Principal; |
| San Pasqual Valley Unified School District- District Superintendent ; |
| Holtville Unified School District- District Superintendent who possesses over 20 years of Imperial County Adult Education experience; |
| Central Union High School District- Adult Education Principal; |
| Imperial Unified School District- Special Projects Coordinator; and |
| Brawley Union High School District- Continuation School/Adult Education Principal |

The Imperial County Adult Education Consortium leadership work group will ensure that the Imperial County Adult Education plan is data driven, realistic, measurable and completed in a timely manner. This is a collaborative effort where all leadership work group members will contribute to the plan and ensure that everyone is held accountable. The priority is to increase adult education services and provide quality adult education in Imperial County.

Formal Agreements and Resource Allocation

The Imperial County Adult Education Consortium members collectively decided that this consortium will be formalized by creating a Memorandum of Understanding (MOU). The MOU will define the collaborative responsibilities, the guiding principles and the resource allocation process. Moreover, it was communally determined that resource allocation will be a discussion that will be held by all members and the individual member and partner allocation will be determined and voted by the consortium members. The fiscal agent representative, the Superintendent/President for Imperial Valley College is a single member and can exercise one single vote. The fiscal agent representative does not possess greater power than any of the other members. The consortium commitment is to make the largest investment in adult education services that directly impact adult learners. Moreover, the Imperial County Adult Education Consortium superintendents are scheduled to meet on January 21, 2015 to have a discussion regarding the implementation phase of the Imperial County Adult Education Plan. The superintendents will specifically focus on the following topics: (1) governance structure going forward; (2) fiscal agent during the implementation phase; (3) formalizing the consortium; and (4) developing a funding formula that is deemed equitable.

Decisions will be accomplished by vote. If differences arise, they will be discussed and settled by the majority of the consortium members. The consortium feels confident that agreements will be reached and that it is not necessary to have third-party member(s) help the consortium reach an agreement. Additionally, the Imperial County Adult Education Consortium members have agreed to respond to adult education funding opportunities collaboratively, since this will make the consortium

stronger and will enable resources to be maximized for the region. Furthermore, a trustful relationship has evolved during the planning process and it is apparent that authentic collaboration makes the consortium stronger and increases the probability of obtaining additional funding resources for Imperial County adult learners.

Consortium Meetings

The Imperial County Adult Education Consortium decided to meet every six weeks to ensure that the planning process is informed and involves extensive participation and input from all entities involved. In addition, the consortium lead will continuously visit member and partner institutions with the goal of understanding the needs of each city and learning about current and previous adult education services. It is imperative to comprehend that the cities have extreme diverse necessities. However, there is a strong commitment to learn about the needs in each city and to assist each other.

Project Planning Roles and Responsibilities

Oversight of Project

Upon determination that Imperial Community College District would be the fiscal agent for this endeavor, it was collectively decided that for the planning grant, the majority of the funding would be allocated to cover the Imperial County Adult Education Consortium Lead's salary. The consortium lead's role is comprised of the following:

- Represent the Imperial County Adult Education Consortium at the county and state level;
- Ensure that all reporting and documentation is submitted in a timely manner;
- Ensure that adult education student tracking software is in place and track adult education students in Imperial County with assistance of the members and partners participating; and

- Schedule and facilitate consortium meetings.

The Imperial County Adult Education leadership work group is responsible for collectively contributing to the Imperial County Adult Education Plan; however, the consortium lead is responsible for major responsibilities that will help the consortium be successful. Moreover, a part-time clerical assistant and a part-time outreach specialist will be hired to help publicize this endeavor across Imperial County.

Involvement of Other Stakeholders

The Imperial County Adult Education leadership work group and partners will involve teachers, staff and adult education students during site visits from the Imperial County Adult Education Consortium Lead. The teachers and the staff at each site are the ones who possess the greatest experience with adult education students and their input is critical.

A work group of AB 86 Faculty and Teacher Liaisons has been formed to inform this process from an expert's stance. The work group consists of four community college teaching faculty and seven K-12 adult education teachers, one representative from the Imperial County Library Literacy Coalition and one representative from the Imperial County Sheriff's Office, County Jail. The AB 86 Faculty and Teacher Liaisons have been meeting consistently to discuss and develop Adult Education Pathways and will further discuss the development of curriculum. Moreover, the adult education students can provide the greatest suggestions for improvement and better adult education services; therefore some adult learners have been interviewed.

Communication

The Imperial County Adult Education consortium recognizes that communication will be crucial to the success of this collaborative. The consortium members will provide

updates during the P-16 Council meetings. The Imperial Valley P-16 Council is a preschool through higher education community collaborative promoting a college-going culture. All Imperial County school superintendents attend these monthly meetings; therefore, school districts will remain informed through this process.

Moreover, the Superintendent/President for Imperial Valley College is one of the members of the San Diego/Imperial County Community College Association (SDICCA) and will keep Region 10 Community College Chancellor's and Superintendents abreast of Imperial County adult education development and renovation.

In addition, the Imperial County Adult Education Consortium Lead has been meeting with the Region 10 AB 86 leads to keep each other abreast of the progress of the regional adult education plans. As a region, which includes the following consortiums: the San Diego East Region Adult Education (Grossmont/Cuyamaca), Imperial County Adult Education Consortium, Mira Costa, Palomar Adult Education, South Bay Adult Education/Southwestern College, and San Diego Adult Education Regional Consortium, we intend to work together toward the mutual goal of collaborating to improve the delivery of adult education. As Region 10 AB 86 leads, it was tentatively agreed that the following guiding principles and the funding formula principles would lead regional collaboration efforts and a commitment for future cooperation was established. Furthermore, the guiding principles and funding formula principles depicted below will be further reviewed and finalized.

Guiding Principles:

- Support legislation that designates local educational agencies (LEAs) as fiscal agents and recipients of Proposition 98 Adult Education Program funds.

- Adult Education Programs should be delivered by both K-12 and community colleges.
- Support a stream of funding for Adult Education Programs that shall be available for unrestricted Adult Education purposes.
- Allow each system, K-12 and CCC, under current law to determine their Adult Education categories allowable for state funding.
- Provide one-time funding for Adult Education Program start-up costs.
- Consider recommendations for reciprocity standards for instructors of adult education courses.
- Allow for the use of multiple measures to demonstrate the efficacy and success of Adult Education Programs across the spectrum of program categories.

Funding Formula Principles:

- Funding formulas will utilize the AB 86 Regional Consortia plans to define need by local region, that include, but are not limited to, demographic and economic data.
- Funding formulas will include data elements that are consistently relied upon by regional Adult Education Programs and services, such as student demographic data, age cohort, socioeconomic status, census data, and unemployment rates.
- Continue the allocation of resources for local coordination and planning of comprehensive Adult Education Programs and services.
- Utilize existing fiscal infrastructures in each system to apportion funding to consortium members to ensure efficiency and stability in each system.
- Allow the AB 86 Working Group to review and periodically reevaluate the definition of need in collaboration with CDE and the CCCCCO.

Additional discussions regarding the regional adult education principles and funding formula principles will continue during the planning phase and if agreed an MOU will formalize this commitment.

Finally, with input from the Imperial County Adult Education leadership work group, the consortium lead will be responsible for sending out formal communications regarding the Adult Education Plan to stakeholders that serve adult learners. Moreover, the partners and other agencies that have direct contact with adult education learners will be informed via presentations.

IMPERIAL COUNTY ADULT EDUCATION PLAN

The Imperial County Adult Education Consortium has developed a comprehensive adult education plan for Imperial County. The information reflected in this report is preliminary data and will continue to be enhanced as decisions are solidified and approved by the consortium members and partners during the implementation process. The Imperial County Adult Education Consortium is committed to provide quality adult education services to the many adults that demonstrate a need; however, are not being served.

Adult Education Program Assessment

The following districts administer the CASAS competency based assessment to evaluate adult learners: Calexico Unified School District, Robert Morales Adult Education Center; Holtville Unified School District, Adult Education Program and Central Union High School Adult Education. The CASAS competency based assessment is designed to assess real world basic skills of adult learners. Robert Morales Adult Education Center stated that their program data reflects an average of 63% of their students who completed at least one level of ESL, advanced one or more levels when tested on the CASAS test. The other adult education programs are not utilizing the CASAS competency based exam.

Imperial Valley College administers the ACCUPLACER to determine the English, Reading, Math and ESL course level a student should enroll in. ACCUPLACER, is a suite of tests that determines the student's knowledge in math, reading and writing. When creating the branching profiles for the test at Imperial Valley College multiple measures which were incorporated through the background questions which are completed prior to the start of the test. Specific questions regarding students' academic standing and their knowledge in the subject are asked. An algorithm is included in the scoring process that takes the points allotted to each question and incorporates them to the final results.

The community colleges currently utilize a document from California Teaching English to Speakers of other Languages (CATESOL) which provides a linear progression of ESL levels. What was discovered in the dialogue of the AB 86 Faculty and Teacher Liaisons, is that a low-intermediate class at an adult education school may not be the same low-intermediate class at the community college. Therefore, AB 86 Faculty and Teacher Liaisons identified the need to align curriculum. Furthermore, the Legislative Analyst Office noted in its report that the practice of having aligned course sequences is needed to provide opportunities for successful transition into the workforce or postsecondary education.

As a result of this discussion, a conversation was held with the Director of Student Support Services and Programs at Imperial Valley College, since this person is responsible for assessment services. It was determined that if the consortium agrees to administer the CASAS to place English learners, that a consultant must be hired to conduct validation of cut scores for placement in appropriate adult education courses

throughout Imperial County adult education schools and at the community college. Until a final decision is determined, the Imperial Valley College Assessment will continue to administer the online College Board ACCUPLACER for English, ESL, Math and Reading placement.

Accountability

The Imperial County Adult Education Consortium has held discussions regarding accountability and ensuring that each of the members and partners is held accountable for providing quality adult education services in Imperial County. The consortium members collectively decided that the consortium will be formalized by signing a Memorandum of Understanding (MOU). A draft of the MOU has been created and will be reviewed. Once it is approved, it will be submitted for review of the members and partners.

The Imperial County Adult Education Consortium has further held dialogues regarding tracking adult education students' progress and assisting them to successfully complete adult education programs and transition to Imperial Valley College to further their education or to career technical education programs provided by different agencies in Imperial County, or employment.

Objective 1: Evaluation of Existing Adult Education Programs Offered

Objective 1: *An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).*

Imperial County Adult Education Services

The Imperial County Adult Education Consortium currently offers limited adult education services throughout Imperial County in the following areas:

1. Elementary and secondary basic skills/high school diploma or equivalency certificate;
2. Classes and courses for immigrants eligible for educational services in citizenship/ESL/Workforce preparation in basic skills;
3. Short-term career technical education certificates with high employability;
4. Programs for adult with disabilities; and
5. Programs for apprentices (including pre-apprenticeship).

The following section will further elaborate the current services offered in each program area and will depict which members or partners are offering the services.

Elementary and Secondary Basic Skills

A limited selection of elementary and secondary basic skills courses are offered in Imperial County by Imperial County Adult Education Consortium members and partners.

The following section further exemplifies offerings in this program area.

Basic Skills Courses

The following basic skills courses are offered at Imperial Valley College:

| |
|---|
| MATH 60: Math Lab (CREDIT) |
| MATH 61: Basic Mathematics (CREDIT) |
| MATH 800: General Mathematics Review (NON-CREDIT) |

High School Diplomacy and High School Equivalency

Currently the following Imperial County Adult Education Consortium members:

- Robert Morales Adult Education Center in Calexico;
- Holtville Unified School District, Adult Education Program in Holtville;
- Central Union High School Adult Education Program in El Centro;
- Brawley Union High School Adult Education Program in Brawley; and
- San Pasqual Valley Unified School District, Adult Education Program in San Pasqual

are offering services and programs in High School Diplomacy under their Adult Education programs. The High School Diplomacy programs offered through these schools serve between 20 to 600 students per year. Generally, students are scheduled to meet with their instructor for one hour, once a week in order to receive one-to-one instruction in appropriate course(s) that the adult learner is currently attempting to complete. The High School Diplomacy program provides services in all subject matters: English, Mathematics, Social Studies, and Science as well as other content areas such as Physical Education, Fine Arts and other electives. The students are provided with all the necessary books and materials needed to successfully complete the course. The instructor uses a variety of assessments tools to assess a given student's progress such as chapter(s) and unit test(s) provided by the publisher of the book in a given course, the CASAS assessment, and the California High School Exit Exam (CAHSEE) exam. Prior to taking the CAHSEE exam, students in the High School Diplomacy program have the opportunity to receive additional support from their instructor in preparation for the CAHSEE. Moreover, some of the adult education programs are currently using the same online software for high school diploma classes as the comprehensive and alternative sites use for their credit recovery courses. This has had a positive impact on the number of students being able to complete courses due to their ability to work on site and at home

when necessary. In addition, some of the programs offer courses to district high school seniors needing to recover credits towards graduation. GED preparation courses are also using a variety of different online and direct instruction courses to prepare students to take the online version of the GED Test.

In addition, the following Imperial County Adult Education Consortium members:

- Robert Morales Adult Education Center in Calexico;
- Holtville Unified School District, Adult Education Program in Holtville;
- Central Union High School Adult Education Program in El Centro;
- Brawley Union High School Adult Education Program in Brawley; and
- San Pasqual Valley Unified School District, Adult Education Program in San Pasqual

offer high school equivalency preparation courses in the form of GED Prep courses.

The GED Prep courses are offered in a distinct manner across the county. For instance, some of the adult education providers offer an online GED Prep course versus other providers that offer both physical and online instruction. Moreover, Imperial County Sheriff's Office, County Jail (ICSO) provides limited programming for GED preparation to 25 inmates. On October 1, 2011, the California criminal justice system implemented Assembly Bill 109, which shifted housing for low-level offenders from prisons to local county jail facilities. The ICSO Jail houses 612 inmates (males and females), of which approximately, 26% are eligible to participate in jail-based programs based on their classification status. In addition, the Imperial County Library offers adult literacy services in all libraries where adults receive literacy services through the Imperial County Library Literacy Coalition. All services are "learner centered" utilizing mostly volunteer tutors.

Classes and Courses for Immigrants

A variety of classes for immigrants are offered in Imperial County by Imperial County Adult Education members and partners. The following section further exemplifies offerings in this area.

Credit ESL Courses

The following credit ESL courses are offered at Imperial Valley College:

| | |
|--|-------------------------|
| BUS59: Practice English for the Workplace | ESL025: ESL Reading 3 |
| BUS61: Business English | ESL031: Verb Review 1 |
| BUS63: Essentials in Workplace Communication | ESL032: Verb Review 2 |
| ESL001: Grammar and Comp for ESL 1 | ESL037: Verb Review 7 |
| ESL002: Grammar and Comp for ESL 2 | ESL038: Verb Review 8 |
| ESL003: Grammar and Comp for ESL 3 | ESL041: Conversation 1 |
| ESL004: Grammar and Comp for ESL 4 | ESL042: Conversation 2 |
| ESL005: Grammar and Comp for ESL 5 | ESL051: Pronunciation 1 |
| ESL015: Speaking & Listening for ESL 5 | ESL052: Pronunciation 2 |
| ESL023: ESL Reading 1 | ESL061: Vocabulary 2 |
| ESL024: ESL Reading 2 | ESL062: Vocabulary 3 |

Enhanced Non-Credit Courses

The following enhanced non-credit ESL courses are offered at Imperial Valley College:

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|---|
| ESL821: ESL for Beginning Literacy II |
| ESL824: ESL for Survival English I |
| ESL825: ESL for Survival English II |
| ESL831: ESL For Beginning Low Fluency |
| ESL832: ESL for Beginning High Fluency |
| ESL833: ESL for Intermediate Low Fluency |
| ESL834: ESL for Intermediate High Fluency |
| ESL835: Grammar for Advanced Fluency |
| ESL845: Conversation for Advanced Fluency |
| ESL855: American Slang in Social Settings |
| ESL856: American Slang in Social Settings 2 |
| ESL857: American Slang in Social Settings 3 |

Non-Credit Courses

The following non-credit courses are offered at Imperial Valley College:

| |
|-------------------------------|
| LRNA800: Supervised Tutoring |
| POLS800: American Citizenship |

ESL Programs offered by Imperial County Adult Education Programs

Currently the following Imperial County Adult Education Consortium members:

- Robert Morales Adult Education Center in Calexico;
- Holtville Unified School District, Adult Education Program in Holtville;
- Central Union High School Adult Education Program in El Centro; and
- Brawley Union High School Adult Education Program in Brawley

offer ESL programs. The ESL programs offered through these schools serve between 10 to 250 students per year. ESL courses are designed to meet the general needs of a population of students whose English Language Development (ELD) skills may vary from Beginner to Advanced. Instructors make the necessary modifications to ensure that all students' needs are being met and continue to move forward and show progress in their individual ELD skills. Units of instruction within a given ESL course can be broken up into three areas: ELD, conversational and survival skills, and employability skills. The ELD portion of ESL courses is focused on teaching students proper use of English phonics, grammar, and syntax while making connections to their use within conversational and survival English skills. English language development lessons are designed on teaching English phonics, grammar, and syntax, depending on the needs of the students. Aside from grammar and syntax lessons, ESL units of instruction also provide a variety of lessons structured to promote opportunities for students to further develop their growth in both conversational and survival English skills. Lessons focused on conversational and survival English skills teach students how to initiate and

participate in day to day conversations as well as how to navigate in their daily lives reading, communicating, and interacting solely in English. Moreover, ESL courses also make it a point to designate a portion of the lessons to teach students employability skills such as: how to read and respond to classified advertisements, read and complete job applications, as well as how to schedule and participate in job interviews. These classes are offered both morning and evening for adults to participate in. They are offered throughout the community so that transportation to and from the classes is not an obstacle for those desiring to attend. Lastly, the Imperial County Library Literacy Coalition offers some ESL classes and citizenship classes at local libraries throughout Imperial County.

Short-term CTE

A limited selection of non-credit CTE and Adult Education CTE Programs are offered in Imperial County by Imperial County Adult Education members. The following section further exemplifies offerings in this area.

Non-Credit CTE

There are a minimal offerings of non-credit CTE in Imperial County. Currently, Imperial Valley College offers a few non-credit CTE courses. The following non-credit CTE courses are offered at Imperial Valley College:

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|---|
| BUS805: Computers for ESL Students |
| BUS810: Customer Service Series |
| NURS800: NCLEX Prep 1st Time Test Taker |

Credit CTE Programs

There is an extensive offering of credit CTE Programs at Imperial Valley College. It has to be noted that the CTE credit programs and courses are not included in the AB 86 plan; however, they are exemplified since these will be potential programs adult

| Credit CTE Programs | |
|---|---|
| Program | Program |
| BUSINESS | INDUSTRIAL TECHNOLOGY |
| Business Accounting Technician | Air Conditioning and Refrigeration Technology |
| Business Administration | Automotive Technology |
| Business Administrative Assistant | Building Construction Technology |
| Business Office Technician | Building Construction Technology: Carpentry |
| Business Financial Services | Building Construction Technology: Concrete Masonry |
| Business Management | Building Construction Technology: Project Management |
| Business Marketing | Electrical Trades (<i>IID</i>) |
| Cisco CCNA Discovery | Electrical Technology |
| Computer Information Systems | Electrical Technology: Electrical Wiring |
| Court Services Specialist | Electrical Technology: Electronics |
| Legal Assistant | Electrical Technology: Solar Energy |
| Multimedia and Web Development | Energy Efficiency Technology |
| CHILD DEVELOPMENT | Water Treatment Systems Technology (<i>Specialization: Wastewater Treatment</i>) |
| Child Development | Welding Technology |
| Child Development: Administration | HEALTH AND SCIENCE |
| Child Development: Associate Teacher | Agricultural Business Management |
| Child Development: Infant/Toddler | Agricultural Crop Science |
| Child Development: School Age | Agricultural Science |
| Early Childhood Education | Alcohol and Drug Studies |
| PUBLIC SAFETY | Medical Assistant |
| Administration of Justice | Nursing – LVN |
| | |
| Correctional Science | Nursing – RN |
| Peace Officer Standards and Training (POST) | Pharmacy Technician |
| ARTS & LETTERS AND LEARNING SERVICES | Emergency Medical Services |
| Journalism | Fire Technology |
| | Firefighter I |

education students can transition into. Furthermore, this list does not reflect transfer programs. The following CTE credit programs are offered at Imperial Valley College:

As the adult education plan continues to evolve, it is recognized that the CTE credit programs will lead the development of adult education pathways for adult learners who are interested in pursuing one these programs at Imperial Valley College.

CTE Programs Offered by Imperial County Adult Education Programs

Central Union High School Adult Education Program offers a School Bus Driver Course that instructs adults on the basics of driving a school bus. This is also offered to any person residing in the Imperial Valley. The course is taught by the districts head of transportation. When other districts in the valley need bus drivers they refer perspective adults to the program. The training is offered once or twice a year depending on the need.

Programs for Adults with Disabilities

An extremely limited selection of non-credit courses for adults with disabilities are offered in Imperial County by Imperial County Adult Education members. The following section further exemplifies offerings in this area.

Imperial Valley College

The following non-credit which serves adults with disabilities is offered at Imperial Valley College:

| |
|--|
| PE 800:Exercise for Developmentally Disabled |
|--|

The Imperial County Library Literacy Coalition indicated that they offer some services to adult learners with disabilities.

Apprenticeships

The following section further exemplifies offerings of Apprenticeship programs in Imperial County. The Apprenticeship Programs identified for the Imperial County Adult Education Consortium are solely offered at Imperial Valley College. Apprenticeship training programs provide the participant an opportunity for format training consisting of a balance between on-the-job training (OJT) and technical related and supplemented instruction (RSI) directly associated with the particular trade or industry. The OJT is coordinated through the Imperial Irrigation District (IID) and the RSI is provided by Imperial Valley College. The general student population is allowed to enroll in the following courses: Electrical Trades 101 (ELTT 101); Electrical Trades 102 (ELTT 102); Electrical Trades 103 (ELTT 103); and Electrical Trades 104 (ELTT 104). In order to continue enrolled in the apprenticeship programs, students must submit employment applications to Imperial Irrigation District and if selected and hired, students are allowed to continue in one of the apprenticeship programs. The following table reflects the Apprenticeship Program Associate Degrees and Certificates available:

| APPRENTICESHIP TRAINING PROGRAMS | A.S DEGREE | CERTIFICATE PROGRAM |
|---|-------------------|----------------------------|
| Control Operator | Not Offered | 32 units |
| Electrician | 62 units | 32 units |
| Generation Mechanic | 62 units | 32 units |
| Hydro Operator | 62 units | 32 units |
| Instrument Technician | Not Offered | 32 units |
| Meter Technician | 62 units | 32 units |
| Power Lineman | 62 units | 32 units |
| Relays Technician | 62 units | 32 units |
| SCADA/Telecommunications Technician | 62 units | 32 units |
| Substation-Electrician | 62 units | 32 units |
| Telecommunications Technician | 62 units | 32 units |

The following table reflects the apprenticeship program descriptions:

| APPRENTICESHIP PROGRAM | DESCRIPTION |
|------------------------------|--|
| CONTROL OPERATOR | The Control Operator Apprenticeship Program will prepare students to operate and control distributed control system and heat recovery steam generator, steam turbines, generators, and associated mechanical and electrical equipment in the production of electrical energy. |
| ELECTRICIAN | The Electrician Apprenticeship Program will prepare students to perform a variety of skilled electrical work associated with the construction, installation, maintenance, and repair of high and low voltage electrical systems found in substations, control buildings, and underground facilities. |
| GENERATION MECHANIC | The Generation Mechanic Apprenticeship Program will prepare students to inspect, test, adjust, and repair mechanical power generation equipment. |
| HYDRO OPERATOR | The Hydro Operator Apprenticeship Program will prepare students to control operations of electrical and mechanical equipment (including hydraulic machinery) at one or more hydroelectric generating plants. |
| INSTRUMENT TECHNICIAN | The Instrument Technician Apprenticeship Program will prepare students to inspect, adjust, and repair electrically and pneumatically operated instruments used to indicate and control operating conditions of turbines, furnaces, boilers, and auxiliaries in power-generating plants. |
| METER TECHNICIAN | The Meter Technician Apprenticeship Program will prepare students to inspect, test, calibrate, maintain, and repair KWH meters and associated equipment in the shop or in the field, determine when KWH meters are obsolete or beyond repair, and maintain records on all KWH meters. |
| POWER LINEMAN | The Power Lineman Apprenticeship Program will prepare students to perform a variety of skilled line and power work connected with the construction and maintenance of overhead and underground electrical transmission, distribution lines, and perform work on energized circuits ranging from low to high voltage lines. |
| RELAYS TECHNICIAN | The Relays Technician Apprenticeship Program will prepare students to install, maintain, test, and repair |

| | |
|---|---|
| | the Imperial Irrigation District’s substation protective relays, AC and DC control systems, microprocessor relaying communications, and associated high voltage substation equipment. |
| SCADA/ TELECOMMUNICATIONS TECHNICIAN | The Telecommunications Technician Apprenticeship Program will prepare students to install, configure, test, maintain, troubleshoot, and repair microwave radio and fiber-optic networks for substation communications, two-way radio, telephone, video surveillance systems, and associated equipment. |
| SUBSTATION ELECTRICIAN | The Substation-Electrician Apprenticeship Program will prepare students to perform a variety of skilled electrical work associated with the construction, installation, maintenance, and repair of high and low voltage electrical systems found in substations, control buildings, and underground facilities. |
| TELECOMMUNICATIONS TECHNICIAN | The Telecommunications Technician Apprenticeship Program will prepare students to install, configure, test, maintain, troubleshoot, and repair microwave radio and fiber-optic networks for substation communications, two-way radio, telephone, video surveillance systems, and associated equipment. |

Evaluation of Adequacy and Quality

The Imperial County Adult Education Consortium continues to evaluate the current adult education offerings in Imperial County. However, it is evident that current adult education services are extremely limited and that many adult learners in Imperial County are not being served. The main goal of the consortium is to work in unity to help increase services and provide the best adult education services in Imperial County. This goal will be fulfilled with authentic commitment from all members and partners. The consortium members and partners recognize the significance of adult education services, since this is the initial step toward higher education and/or employment. Additional discussions will be held to define and determine quality of services provided.

Table One (1) Notes

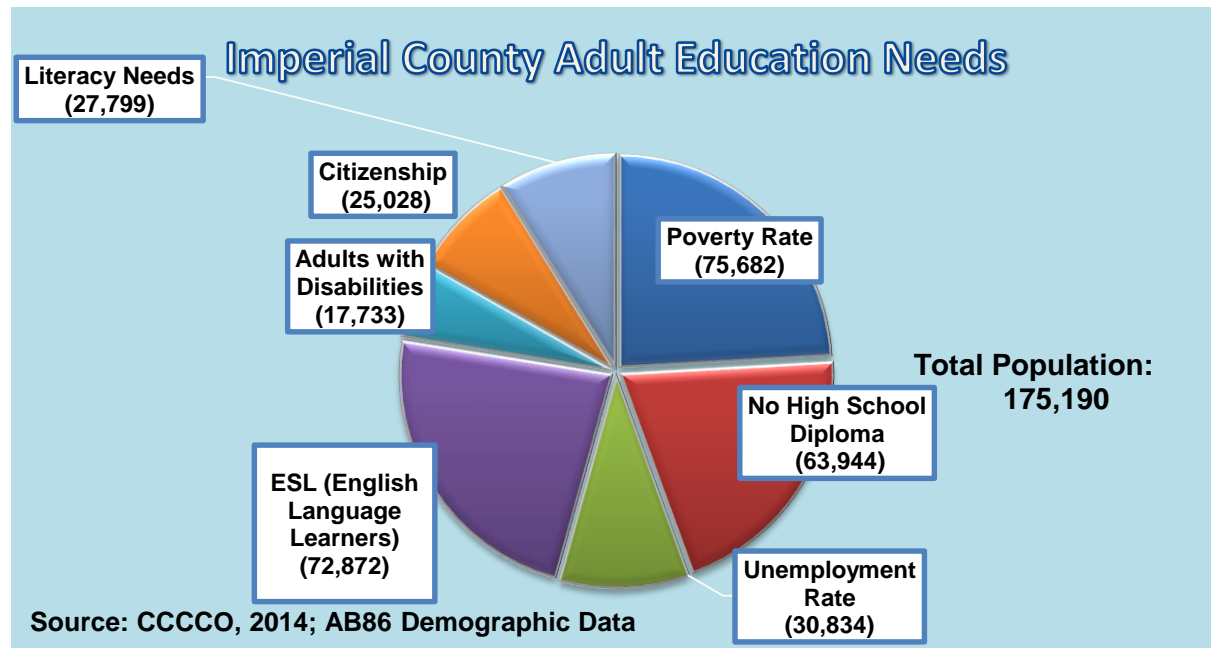
Table one reflects information as accurate as possible. The data depicted on table one was collected and analyzed to the best of the ability of the Imperial County Adult Education consortium.

Objective 2: Evaluation of Current Adult Education Needs

Objective Two: *An evaluation of current needs for adult education programs within the consortium's region.*

Imperial County Adult Education Needs

The following diagram chart reflects Imperial County adult education needs.



The numbers reflected on the illustration demonstrate the adult education needs in Imperial County. For instance, approximately 63,944 residents of the 175,190 Imperial County population lack a high school diploma. This Imperial County demographic data was provided by the California Community Colleges Chancellor's Office in 2014 as a guiding tool during the AB 86, Adult Education planning phase.

Evaluation of Adult Education Needs in Imperial County Cities

In order to determine adult education needs in Imperial County cities, an adult education needs survey was created. Imperial County Sheriff's Office, County Jail is has administered the adult education needs survey. Robert Morales Adult Education Center in Calexico started administering the survey and they are compiling a database

with potential student contact information and adult education needs. The Imperial County Librarian administered some surveys in the city of Calipatria through a summer reading program. The following Imperial County Adult Education members plan to administer the survey during early 2015: Robert Morales Adult Education Center, Holtville Unified School District; Central Union High School Adult Education, and Brawley Union High School Adult Education Program. Finally, it is imperative to utilize the same tool across Imperial County to accurately measure adult education needs and to try to collect similar data. The examples of the needs survey in English and Spanish are illustrated below.

English Version of Adult Education Needs Survey

Imperial County-AB 86 Adult Education Needs Survey

Dear Community Member,
Under Assembly Bill 86, the Imperial County-Adult Education Consortium is assessing the local adult education needs. Your feedback will allow us to develop an adult education plan that to better serve the adult education needs in Imperial County. The implementation of the plan will commence on July 2015.

If you have an interest in adult education classes, please help us by completing this questionnaire.

Name _____

Email address _____

Contact Phone Number _____

Are currently enrolled in adult education courses (example: GED Prep or ESL Classes)?

Yes _____

No _____

If you are taking classes:

What classes are you taking? _____

Where are you taking classes? _____

If you are not enrolled in adult education courses and have interest in adult education, please mark your interests from the choices below, and feel free to mark more than one.

- High School Diploma classes, such as Independent Studies _____
- General Education Degree (GED) Preparation _____
- English-as-a-Second Language (ESL) _____
- Other (please specify) _____

If you have an interest in adult education classes, what are your preferred hours for classes?

- Morning classes _____
- Afternoon classes _____
- Evening classes _____

Thank you for your time and feedback.

If you have questions regarding this survey, please do not hesitate to contact me directly.

Dr. Martha Garcia

Imperial County Adult Education Consortium Chair

martha.garcia@imperial.edu

(760) 355-6136

Spanish Version of Adult Education Needs Survey

**Consortio del Valle Imperial de Programas Educativos para Adultos-AB 86
Encuesta para evaluar las necesidades en Programas Educativos para Adultos**

Estimado Miembro de la Comunidad,
Bajo el Proyecto de Ley 86 (AB86), el Consortio del Valle Imperial en Programas Educativos para Adultos-AB 86 busca evaluar las necesidades locales en educación para adultos. La información será utilizada para crear un plan para mejor servir a las necesidades educativas de los adultos del Condado de Imperial. La implementación del plan empezara en Julio 2015.
Si usted esta interesado(a) en cursos de educación para adultos, por favor llene este cuestionario.

| | |
|---------------------------|--|
| Nombre | |
| Correo Electrónico | |
| Numero de Teléfono | |

¿Está usted inscrito(a) en cursos de educación para adultos? (por ejemplo: Preparación para GED o Clases de Inglés como Segunda Lengua (ESL)?

Si _____

No _____

Si usted está inscrito en clases para adultos:

En que clases esta inscrito(a)? _____

En que lugar esta inscrito(a) en las clases? _____

Si usted no esta inscrito en cursos educativos para adultos, y tiene interés, por favor indique los cursos que le interesan, usted pueda escoger más de una opción.

- Clases para terminar la Preparatoria/High School _____
- Educación General para Preparatoria (GED Prep) _____
- Clases de Inglés como Segunda Lengua (ESL) _____
- Otro (por favor especifique) _____

Si esta interesado(a) en cursos educativos para adultos, cuál es su preferencia de horario de clases? Por favor indique su preferencia.

- Clases en la mañana _____
- Clases al medio día _____
- Clases en la tarde _____

Muchas Gracias por su tiempo e información.

Si usted tiene dudas acerca de esta encuesta, por favor contácteme directamente.

Dr. Martha Garcia

Imperial County Adult Education Consortium Chair

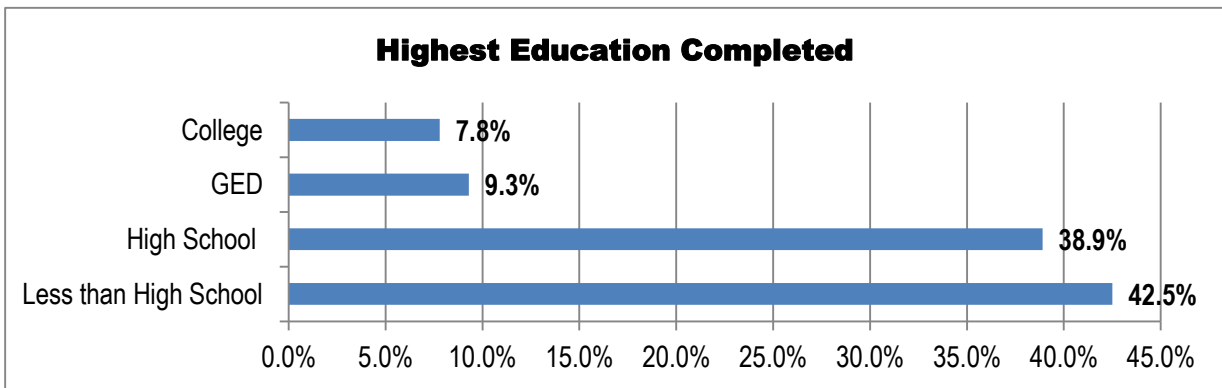
martha.garcia@imperial.edu

(760) 355-6136

Elementary and Secondary Basic Skills

Due to the limited availability of appropriate funding, the majority of the High School Diplomacy and High School Equivalency programs offered by Imperial County Adult Education Consortium members are currently functioning at its absolute minimum capability. There is no doubt that students would benefit if appropriate financial allocations were made. Since this would enable programs to expand and it would offer the opportunity to hire additional teaching and staff support. In addition, it would increase the availability of materials and resources such as: books and access to computers with internet accessibility. Aside from the need of hiring additional instructors, there is a need to provide students with additional academic support in the form of counseling and career advising. Currently, some of the instructors act as academic counselors, guiding and advising students as they persist through the adult education programs.

The Imperial County Sheriff's Office, County Jail is a community partner in the Imperial County Adult Education Consortium. In order to provide detailed information regarding the educational needs of the adults incarcerated at the Imperial County Jail, a survey was conducted on June 23, 2014. The survey included 193 incarcerated adults (169 males and 24 females). The following charts provide information regarding the demographics and educational needs of the incarcerated adults participating in the survey, which is a representative sample of the total population currently housed at the Imperial County Jail.



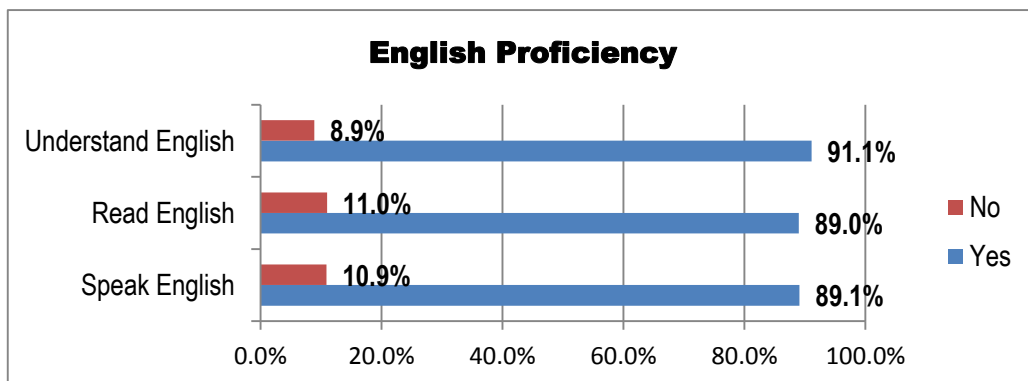
In the early stages of the AB 86 planning grant, it is evident that additional High School Diplomacy and High School Equivalency courses are necessary in order to serve the adult learners of Imperial County. Therefore, additional adult education needs surveys will be administered in order to have a clearer picture of true adult education needs in Imperial County.

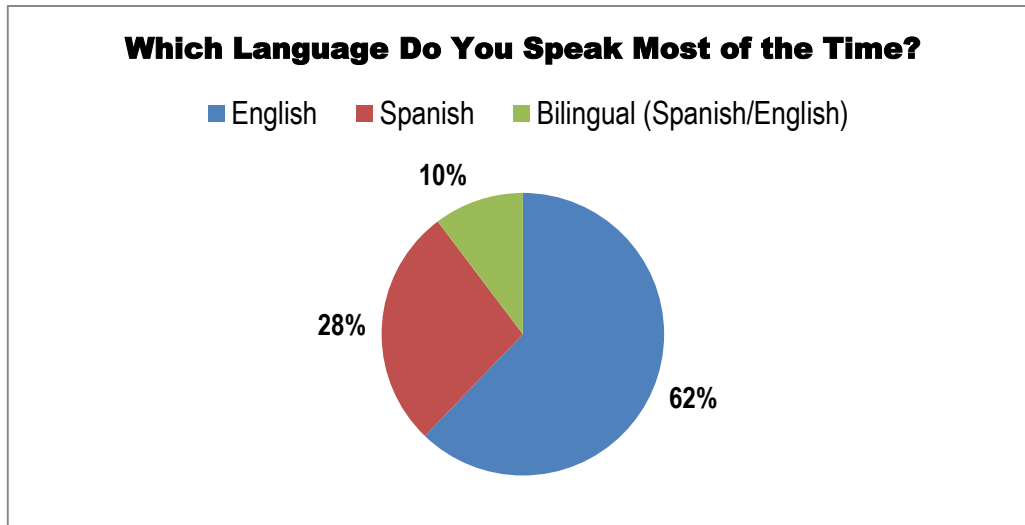
Classes and Courses for Immigrants

Due to the recent cuts of funding over the last few of years, Adult Education programs were left with no option, other than to limit the services and programs that were being provided to students, many of which are still in great need within the region and if given the opportunity along with the appropriate funding Imperial County Adult Education programs would be able to re-instate previous services and programs as well as implementing additional new services. In regards to classes and courses for immigrants, the Imperial County Adult Education members overwhelmingly agreed that additional course offerings are necessary. They stated that this would provide the ability to offer courses in each of the individual ELD levels and would allow instructors to tailor lessons that specifically targeted a group of students with similar needs and ability in the English language. In some ESL Programs, such as the one offered at Holtville Unified School District, all ESL students despite of their identifiable ESL level are placed

in the same classroom. This scenario makes it extremely difficult for any instructor to target students' needs and assess their growth. Additionally, by having all ESL students placed in one classroom, it is difficult to prevent them from comparing their ability and their progress. Moreover, due to having students who are identified at the advanced level with students who are identified at the beginner level, students often tend to underestimate their own growth by focusing on the progress of others which only increases the possibility of students becoming frustrated despite all efforts made by their instructor to support and motivate them through their progress. Lastly, as a result of having to combine all ESL levels into one course, this situation places restrictions on the number of opportunities that any instructor can provide for their students with additional time and support in areas such as: conversational and survival skills, employability skills, and basic computer and internet literacy skills. If instructors were given the ability to teach courses designated to one ESL level for the appropriate group of students, which would allow the instructor to have more time to prepare and implement lessons in all areas.

Moreover, the Imperial County Sheriff's Office, County Jail provided detailed information regarding the educational needs of the adults incarcerated at the Imperial County Jail. The survey they administered yielded the following results





In the early stages of the AB 86 planning grant, it is evident that additional classes and courses for immigrants are necessary in order to serve the adult learners of Imperial County.

Short-term CTE

Due to the recent cuts of funding over the last few of years, Adult Education programs severely reduced short-term CTE offerings. There is only one district offering a short-term CTE program, once or twice a year. The Imperial County Adult Education Consortium member, Brawley Union High School District has determined that there is a high demand for adults with basic welding skills in the Imperial County. The Brawley Union High School District (BUHSD) is in the process of rebuilding its welding program to provide evening welding courses to adult learners.

Programs for Adults with Disabilities

The Imperial County Adult Education Consortium has conducted limited research in this adult education category. However, there is only one non-credit course being offered by Imperial Valley College, which reflects a great need. The greatest gap for

adult education services is reflected in this category. As the AB 86 Planning grant evolves, further research in this adult education category will continue.

Apprenticeships

The Imperial County Adult Education Consortium has not determined that there is additional need in this area. However, as the AB 86 Planning grant evolves this may change.

Table Two (2) Notes

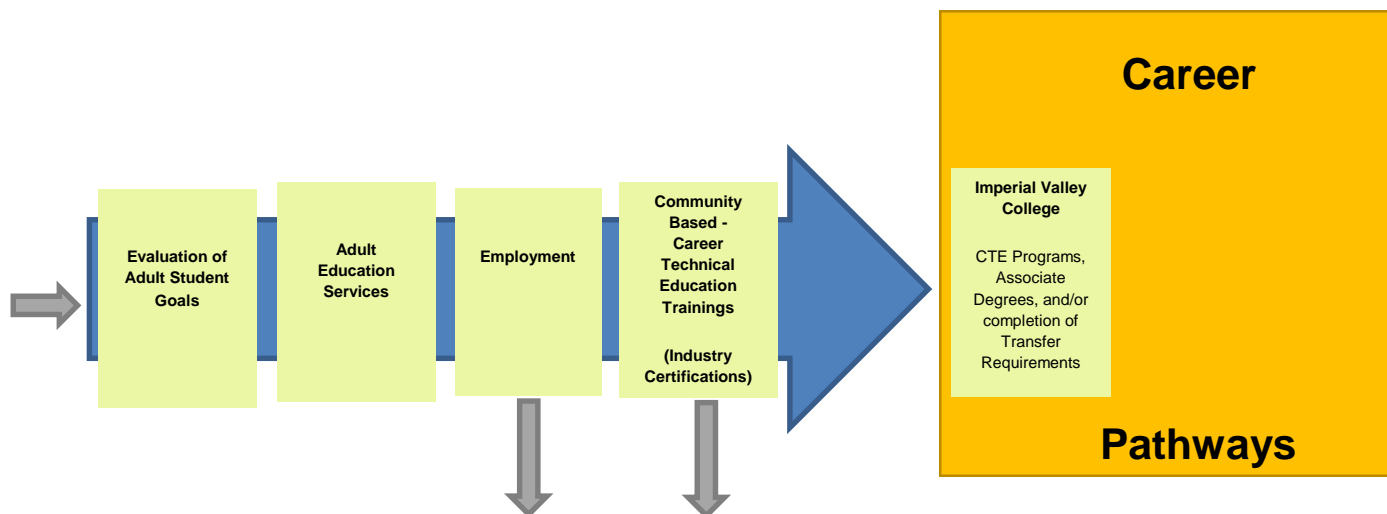
Table two reflects information as accurate as possible. However, it is evident that additional data and budget information must be collected. Moreover, it is apparent that adult education services have been severely diminished since the 2008-2009 academic year. Additional analysis of adult education needs will continue throughout the implementation phase.

Objective 3: Integrate Existing Programs and Create Seamless Transitions

Objective Three: *Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.*

Adult Education Pathways

The Imperial County Adult Education Consortium, AB 86 Faculty and Teacher Liaisons have held a discussion regarding developing adult educational pathways. However, it was determined that an ESL Pathway, a Basic Skills Pathway and ultimately Career Pathways must be developed. The liaisons will continue to dialogue and determine feasible pathways that suit the needs of adults in this community. The priority is to determine duplication of services and proceed from there. Ultimately the goal of the consortium is to create career pathways as defined by the U.S. Department of Education, Health and Human Services, and Labor (2012) “career pathways are a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupation and to advance to higher levels of future education and employment in that area.” The following is a logic model depicting the progression of adult education students with: (1) support during transitions and (2) multiple entry and exit points:



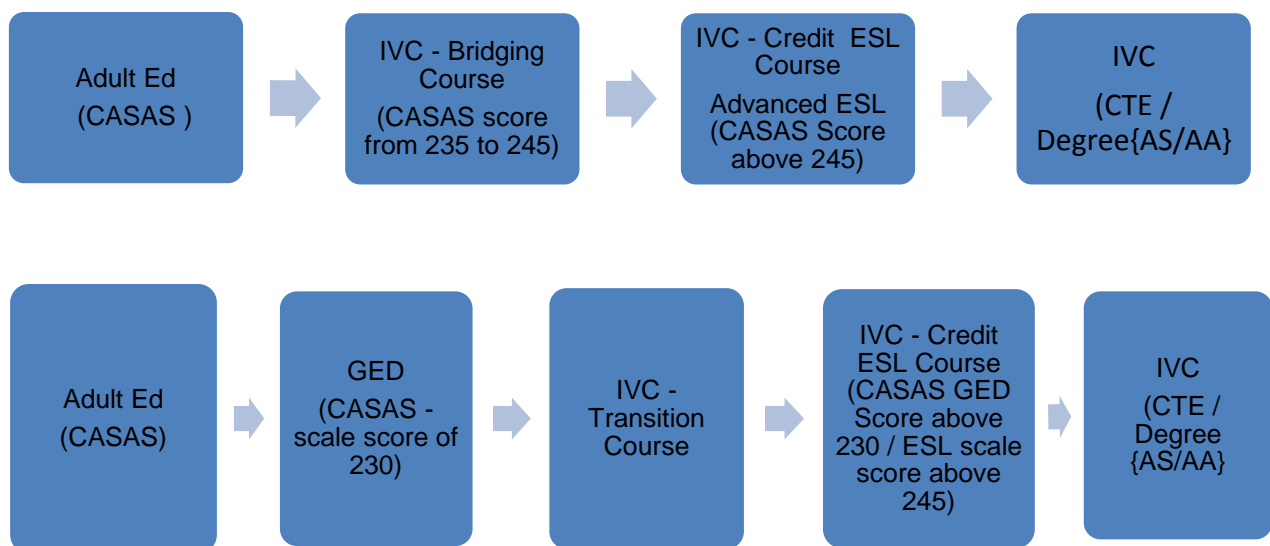
Alignment of Adult Education Curriculum and Pathways

The Imperial County Adult Education Consortium, AB 86 Faculty and Teacher Liaisons have held discussion regarding the alignment of Imperial County adult education. However, it was generally determined that in order to appropriately align Imperial County adult education the following steps must be achieved:

1. Determine duplication of adult education services;
2. Align curriculum;
3. Offer the same assessment;
4. Develop adult education pathways that depict seamless transitions;
5. Develop curriculum necessary to ensure student success;
6. Offer bridge courses where students need additional support to transition into next course(s) successfully;
7. Assess the student's goal(s) initially and evaluate their skills and needs to determine adult educational pathway; and
8. Offer support and guidance throughout their educational journey.

Additional, extensive dialogue among AB 86 Faculty and Teacher Liaisons must continue to occur to fully address alignment of Imperial County adult education and develop pathways.

Currently, there has been progress accomplished in this area; however, additional details must be determined. English as a Second Language (ESL) instructors from consortium member institutions met four times over the course of two months. During these meetings, members worked together to develop a pathway of ESL instruction that would include multiple entry and exit points. Depending on language and educational goals, students can pursue instruction in literacy and functional/everyday language skills, language study leading to a level needed to take the GED, or a course of study in general English and/or Vocational English leading to transfer to Imperial Valley College. The following adult education pathways were developed:





To elaborate regarding the pathways depicted above, the Imperial County adult education providers will teach Basic English literacy, reading, writing, grammar speaking and listening skills. The classes include accelerated ESL (Beginning, Intermediate, and Advanced). Adult education students will be administered the CASAS Appraisal upon entering the program to determine his or her scale score to place him or her in the appropriate ESL level. These students will be administered the CASAS Pre-test. Adult education students will be tested (CASAS Standardized Post-test) throughout the course to determine learning gains.

Adult education students who complete the Accelerated Advanced ESL Course will take the ACCUPLACER at IVC and the CASAS Post –test. Adult education students enrolled in the Advanced ESL III course must score 235-245 on the CASAS Appraisal. The students will follow the pathway to the *IVC Transition Course*. Then they will then continue the pathway to pursuing higher education and aiming to obtain an Associate’s degree or enroll in a career technical education program.

Moreover, adult education students who score above a 235 on the CASAS Appraisal at any adult education provider site will be referred to the *IVC Transition course*. Vice-versa if students at IVC score under a scale score of 235 on the CASAS standardized tests, they should be referred to the appropriate adult education provider

site. Moreover, students who score above a scale score 245, they will be guided to follow the pathway to the IVC ESL credit courses.

Finally, the GED Adult Education Pathway depicted above will guide adult education students seeking to learn English at any of the adult education provider sites. Once they have appraised at a scale score of 230 they will be ready to enroll in a GED Preparation course. Moreover, adult education students who enroll at any of the adult education provider sites and desire to enroll in a GED Preparation course only will be administered the CASAS standardized test (Appraisal / Pre-test and Post-test). Once they have obtained their GED certificate, they will take the ACCUPLACER at IVC. These students will be referred to the *IVC Transition* course to guide them in the transition from adult education to postsecondary education. These adult education students will follow the pathway to pursuing an Associate's Degree or enrolling in a career technical education program.

Essentially, the consortium will continue to offer ESL courses to the community through a non-credit format. The CASAS test will serve as the assessment instrument for placement, and for advancement within the program. In the upper levels of the program, students who wish to pursue an associate's degree or obtain career and technical training will also have the option of taking the ACCUPLACER test to determine placement at Imperial Valley College. Cut scores will be determined by an assessment consultant at a later date.

The Imperial County Adult Education Consortium will use the non-credit curriculum for ESL from Imperial Valley College. This will not only allow for more standardization across the county, but also for streamlining of the curriculum approval

process. IVC’s non-credit ESL pathway is seven levels of curriculum (semester-length classes) that has been approved by college’s internal Curriculum Committee, Academic Senate, and governing board. Adopting this curriculum will enable IVC instructors to teach the curriculum in areas not serviced by Robert Morales Adult Education Center in Calexico, Central Union High School, Adult Education Program in El Centro, Holtville Unified School District, Adult Education Program in Holtville and Brawley Union High School, Adult Education Program in Brawley. The non-credit ESL courses approved at Imperial Valley College are as follows:

| English as a Second Language, Non-Credit Courses - Imperial Valley College | |
|---|--|
| Course Title | Course Outline of Record |
| ESL 824 ESL for Survival English I | ESL 824 Course Outline of Record |
| ESL 825 ESL for Survival English II | ESL 825 Course Outline of Record |
| ESL 831 ESL For Beginning Low Fluency | ESL 831 Course Outline of Record |
| ESL 832 ESL for Beginning High Fluency | ESL 832 Course Outline of Record |
| ESL 833 ESL for Intermediate Low Fluency | ESL 833 Course Outline of Record |
| ESL 834 ESL for Intermediate High Fluency | ESL 834 Course Outline of Record |
| ESL 835 Grammar for Advanced Fluency | ESL 835 Course Outline of Record |
| ESL 845 Conversation for Advanced Fluency | ESL 845 Course Outline of Record |

The ESL programs offered through the two largest adult education providers in Imperial County – Robert Morales Adult Education Center in Calexico and Central Union High School, Adult Education Program in El Centro currently align with IVC’s non-credit curriculum as follows:

| Calexico | El Centro | IVC Non-credit |
|----------------|------------------------|--|
| ESL 1 (1 year) | Basic Low Beginning | ESL 820, ESL for Beginning Literacy I |
| | Basic Medium Beginning | ESL 821, ESL for Beginning Literacy II |
| | Basic High Beginning | ESL 831, ESL for Beginning Low Fluency |
| ESL 2 (1 year) | Low Intermediate | ESL 832, ESL for Beginning High Fluency |
| | High Intermediate | ESL 833, ESL for Intermediate Low Fluency |
| ESL 3 (1 year) | Low Advanced | ESL 834, ESL for Intermediate High Fluency |
| | High Advanced | ESL 835, ESL for Advanced Fluency |

When students complete the last series of courses, they should have the language skills needed to take the GED exam in English. Once passing the GED exam, these students should have the language skills necessary to enter Imperial Valley College where they can enroll in English 009, which is one level below transfer. However, if students do not want to take a pathway that includes the GED exam, but rather focus on academic English development, they may enroll directly into IVC's credit ESL program.

During Spring 2015, the members of the AB 86 ESL faculty and teachers liaisons will update the curriculum and complete the following:

- establish program learning outcomes;
- establish student learning outcomes for each course;
- research the viability of modifying non-credit courses to more closely align with other non-credit courses and programs throughout the state;
- review course records of outline to update objectives and content;
- identify a selection of approved textbooks that meet the recency requirements set forth by the California Community College Chancellor's Office.

Additional adult education pathways will be developed and curriculum will also be created to align adult education programs in Imperial County. The faculty and teacher liaisons will continue to dialogue and determine feasible pathways that suit the needs of adults in this community. Ultimately the goal of the consortium is to create aligned

career pathways that clearly define the pathways for adult learners with multiple entry and exit points.

Assessment

To further elaborate regarding alignment of Assessment, the majority of the adult education sites in Imperial County administer the Comprehensive Adult Student Assessment Systems (CASAS), which is a competency based assessment that is designed to assess real world basic skills of adult learners. In addition, AB 86 Teacher Liaisons stated that the majority of Imperial County adult education schools follow the CASAS internal framework and levels to create their curriculum. They conveyed that CASAS links the skills needed in the workforce environment to class instruction. Adult learners are tested in various areas such as: reading, listening, and mathematics. The assessment measures the areas of comprehension as well as critical thinking and problem solving. Non-standardized tests are administered to students in the various adult education classes. Moreover, CASAS is aligned to adult education standards and focus on real-life skills and competencies. English learners are tested with the Life and Work series and high school subject students are tested with the Adult Secondary Assessment series. Throughout the school year, the adult learner's progress is monitored and they are re-assessed to measure their growth.

The community colleges currently utilize a document from California Teaching English to Speakers of other Languages (CATESOL) which provides a linear progression of ESL levels. What was discovered in the dialogue of the AB 86 Faculty and Teacher Liaisons, is that a low-intermediate class at an adult education school may not be the same low-intermediate class at the community college. Therefore, AB 86 Faculty and Teacher Liaisons identified the need to align curriculum. Furthermore, the

Legislative Analyst Office noted in its report that the practice of having aligned course sequences is needed to provide opportunities for successful transition into the workforce or postsecondary education.

As a result of this discussion, a conversation was held with the Director of Student Support Services and Programs at Imperial Valley College, since this person is responsible for assessment services. It was determined that if the consortia agrees to administer the CASAS to place English learners, that a consultant must be hired to conduct validation of cut scores for placement in appropriate adult education courses throughout Imperial County adult education schools and at the community college. The Imperial Valley College Assessment Center would administer the CASAS as well, if it was deemed appropriate by the consortium. Imperial Valley College will continue administer the online College Board ACCUPLACER for English, ESL, Math and Reading placement. ACCUPLACER, is a suite of tests that determines the student's knowledge in math, reading and writing. When creating the branching profiles for the test at Imperial Valley College multiple measures which were incorporated through the background questions which are completed prior to the start of the test. Specific questions regarding students' academic standing and their knowledge in the subject are asked. An algorithm is included in the scoring process that takes the points allotted to each question and incorporates them to the final results. The consortia has determined that in order to truly determine success for adult learners in Imperial County, it is crucial to align assessment.

Progress Indicators

The Imperial County Adult Education Consortium will determine progress indicators as follows: (1) portrayal of ESL or basic skills improvement on assessment(s); (2) successful transition from lower level ESL courses to higher level ESL courses; (3) effective evolution from ESL program to high school equivalency course; (4) successful transition from ESL program to the workforce; (5) positive transition from high school subjects or high school equivalency course to the workforce; (6) successful transition from high school subjects or high school equivalency course to community based career technical education training; (7) positive transition from high school subjects or high school equivalency course to postsecondary education; (8) effective evolution from postsecondary education to employment; and (9) successful transition from postsecondary education to a four-year university. Through these progress indicators it will be determined if the Imperial County adult education pathways are enabling adult learner success.

Major Outcomes

The Imperial County Adult Education Consortium will utilize the Career and Technology Education Management Application (CATEMA) to track the following major adult education outcomes: (1) number of adult education students passing the California High School Exit Exam (CAHSEE); (2) awards of high school diplomas; (3) awards of high school equivalency; (4) awards of career technical education industry recognized certifications; (5) awards of career technical education certificates of achievement and/or associate degrees; and (6) transfer into four-year universities. Imperial Valley

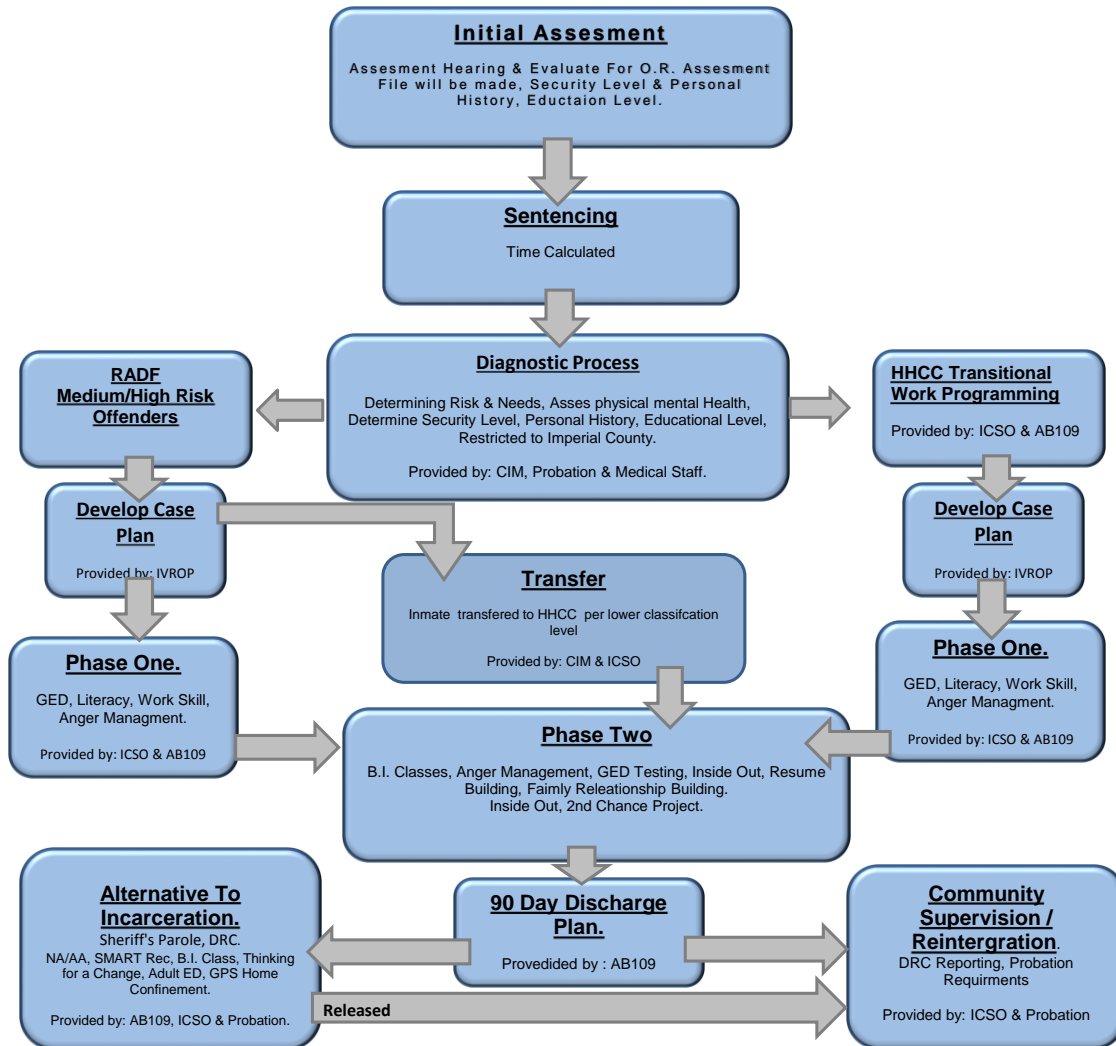
College is equipped with a robust technology system and has CATEMA in place to address adult education tracking needs.

Transition Strategies

Communication Paths among Consortium Participants

The Imperial County Adult Education Consortium is committed to serving the needs of adult education learners in an effective manner. It is agreed that the consortia is “looking forward” as a single Imperial County adult education system and plans to be in communication with each other when adult education students transfer into or out of districts. The consortia is committed to keep each other abreast in regards to adult learner performance and regarding any other matter that pertains to the adult learner’s success.

Moreover, in order to communicate effectively among the Imperial County adult education sites and address the needs of the special adult learner population that will be served by this consortia, which is the incarcerated adults who are retained at Imperial County Jail, it is important to understand the system and their processes. Therefore, the following model is depicted:



The Imperial County Adult Education Consortium is committed to serving the needs of adult education learners by communicating and seeking to understand each other's needs and processes.

Defined and Articulated Pathways

The Imperial County Adult Education Consortium is in progress of developing an ESL Pathway, a Basic Skills Pathway and ultimately Career Pathways. However, Imperial Valley College has 29 articulations in place with the local high school districts. It is anticipated that some of the current articulations will be utilized to assist adult

learners progress through their educational journey. For example, it is anticipated that Imperial Valley College will articulate Welding 100 during Spring 2015 and this articulation can enable the adult learners who are enrolled in a welding training at certain sites to continue in that pathway at Imperial Valley College and ultimately receive a certificate of achievement, and/or an associate's, and American Welding Society (AWS) certification.

Embedded Student Support Services

Adult learners who enroll in adult education through Imperial County Adult Education Consortium will have access to an array of embedded student support services. The consortium would like to hire two Student Success Specialists to assist adult education students in the following manner: (1) provide students with an initial orientation and educate them regarding adult education pathways; (2) educate adult learners regarding community based training opportunities; (3) provide presentations about Imperial Valley College educational services, majors and certificates of achievement and/or degrees offered; (4) provide assistance with the matriculation process for those adult education students who will enroll at Imperial Valley College; and (5) provide a face-to-face orientation to provide additional insight about programs and educational services available at Imperial Valley College and campus tour.

In addition, the adult learners who successfully transition through the higher education adult education pathway and enroll at Imperial Valley College, comprehensive student supportive services will be available through the Student Success and Support Program. The following comprehensive student support services will be available: (1) Orientation; (2) Counseling Services; (3) Abbreviated Student Educational Plans; and (4) Comprehensive Student Educational Plans.

Orientation

Imperial County adult education adult learners will complete a mandatory orientation. The students will submit their application for admission and then complete the orientation. The information below depicts additional details regarding this service:

- All new non-exempt students who apply to the college are required to complete the online or face-to-face orientation, either prior to or after completion of assessment.
- After students submit their online admission application to the college, they are directed to complete the online orientation.
- The Imperial Valley College online orientation is accessible on the IVC webpage. The accessibility of the online orientation provides the opportunity for students to complete this core service at any time and location.
- The orientation complies with ADA standards.
- The online orientation will also be available in Spanish to effectively meet the needs of English language learners.
- Once the online orientation is completed, the data is electronically uploaded to the IVC database and students are flagged as having met the orientation requirement.

Counseling Services

Moreover, Imperial County adult education adult learners will have access to counseling services, which are available throughout out the year in the following formats:

- By appointment
- On a “drop-in” basis

The Hector L. Lopez Student Services Center office hours are friendly to work schedules, which are from 8:00 a.m. to 7:00 p.m. Monday – Thursday and 8:00 a.m. – 5:00 p.m. on Fridays. Counseling appointments consist, but are not limited to:

discussing educational goals, majors, interests, transfer requirements, career preparation, academic assessments and course offerings. General counseling services incorporate five primary approaches:

1. Individual counseling appointments;
2. Drop-in counseling;
3. Workshops;
4. Personal Development classes; and
5. DegreeWorks (a degree audit program).

These activities are interrelated and complementary (students using drop-in counseling are often directed to make an individual appointment for follow-up services). Students may be referred to online counseling if they are unable to come to the campus for an appointment; likewise, the online counselor will often refer contacts to make an appointment or to see a drop-in counselor if appropriate. Many students using any of the appointment services are referred to appropriate workshops and/or Personal Development classes as well.

Abbreviated Student Educational Plan

In addition, Imperial County adult education adult learners will receive an initial abbreviated student educational plan. The initial abbreviated student education plan is provided to all prospective students. ACCUPLACER assessment score results are explained and used for initial placement in English composition, reading, and mathematics. Counselors take into consideration general education requirements that, if possible, are appropriate to a student's selected major. Counselors develop abbreviated education plan with balancing the demands of their semester to ensure

retention beyond the first year experience. The abbreviated plan consists of two semesters minimum; the counselor strongly urges students to return once their first semester is in progress for a comprehensive education plan.

Once students are comfortable in their collegiate surroundings and meet with an academic counselor for the development of a comprehensive education plan. The counselors and students will work as a team to customize the plan for completion of an Associate's Degree, Certificate of Achievement and/or transfer to another institution to continue their pursuit of a Bachelor's Degree.

Comprehensive Student Educational Plan

Finally, Imperial County adult education adult learners will receive a Comprehensive Student Educational Plan after being enrolled at Imperial Valley College at a minimum, one semester. The development of a Comprehensive Student Education Plan involves the collaboration of students and their counselors. Counselors assist by providing a comprehensive analysis of what students need to do in order to reach their academic goal and recommend an appropriate course path that will prepare them for completion, transfer (if needed) or career preparation.

The Comprehensive Student Education Plans typically is a two to three-year plan for students whose goal is obtaining an associate degree and/or transfer; but for some students who have completed course work at other colleges, or whose goal is a Certificate of Achievement (or another goal requiring fewer courses), the plan could be as short as one to two semesters. The plan development phase merges information from various sources (i.e. ASSIST, university websites, etc.) into a single all-encompassing document. This document is used to guide the individual student in course planning, track the student's progress through coursework completion, facilitate referral to appropriate

support services, and increase student and counselor accountability by outlining specific objectives and responsibilities for each party.

Adult learners who enroll at Imperial Valley College will also have access to Disabled Student Programs and Services, this program is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, and health problems and to students that are deaf and hard of hearing. The program provides priority registration, counseling, class scheduling, mobility assistance, interpreting, alternate text production, and test proctoring. Furthermore, adult learners will have access to tutoring services that will enable them to receive assistance with courses they experience difficulty in. As previously stated, adult learners who enroll in adult education through Imperial County Adult Education Consortium will have access to an array of embedded student support services. The services depicted above are some services that will be available to help them succeed and accomplish their educational goals.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

| <i>Transition to be Addressed</i> | <i>Strategy/Approach to be Employed</i> | <i>Resources Needed</i> | <i>Estimate of the Cost</i> | <i>Responsible Parties</i> | <i>Methods of Assessment</i> | <i>Timeline</i> |
|---|---|---|---|---|--|--|
| <p>(POST-SECONDARY/ CAREER TECHNICAL EDUCATION TRAINING)</p> <p><i>Adult Education students (AES) {high school subjects / high school equivalency} transitioning to Imperial Valley College (IVC) and/or Career Technical Education Programs such as Center for Employment and Training (CET) / Imperial Valley Regional Occupational Program (IVROP) / Workforce Investment Act (WIA) Funded Programs</i></p> | <p>Upon registration, adult learners will be interviewed to determine their goals, evaluate their skills and determine if they are interested in enrolling at IVC to obtain a Certificate of Achievement or an Associate’s Degree or enroll in a community based career technical education training.</p> <p>Adult Education Teachers and/or Adult Education Principal will make ensure high school students have met graduation credit requirements and passed CAHSEE prior to referring them to the IVC or referring them to a community based career technical education training. For high school equivalency students,</p> | <p>Community based career technical education brochures, booklets, application(s) / financial aid instructions.</p> <p>Two Student Support Specialists will guide students through the process. He or she will refer students to appropriate</p> | <p>Approximately 30 additional adult education teachers (this encompasses high school subjects, high school equivalency, and ESL courses) are needed to meet the high demand of unserved adult learners. The approximate cost is \$1,071,792.00. This calculation is based on the following formula: \$33.08 per hour x 6 hrs. x 180 days x 30 adult education teachers.</p> <p>Two Student Support Specialists are needed to service all adult education students in Imperial County. The estimated cost is \$120,000 per year. The</p> | <p>All parties involved are responsible for providing services and information to the students.</p> | <p>CASAS will be utilized as a method of standardized assessment.</p> <p>High School Equivalency students will take the test at a State Authorized Assessment Center to receive their certificate from the state.</p> | <p>High School students need from one to two years to complete adult education and graduation credit requirements.</p> <p>High School Equivalency/GE D students may need from 6 months to a year to prepare and pass the high school equivalency exam.</p> |

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| | <p>adult education teachers will provide instruction in all areas of the GED exam to assist students prepare for the exam.</p> <p>The Student Support Specialist will provide an orientation regarding Imperial Valley College services and educational opportunities and other community based career technical education trainings available.</p> <p>If it is determined AES will enroll at IVC, the following services will be provided: orientation information, assistance with application for admission, orientation on campus and campus tour.</p> <p>Once AES is ready for transition, adult education teachers and Student Support Specialist will assist students in the transition from adult education school to the local community based career technical education training or IVC.</p> | <p>agency or appropriate Counselor at Imperial Valley College. In addition, he/she will provide brochures depicting services and/or trainings available.</p> <p>Consultant to assist with alignment of CASAS</p> | <p>amount includes benefits.</p> <p>If determined that CASAS will be administered at IVC, a consultant must be hired to determine cut scores. Estimated cost is \$4,000. Access to CASAS online resources and exams would need to be purchased. Estimated cost is to be determined.</p> <p>Estimated cost is to be determined.</p> | | <p>Imperial Valley College will give students the ACCUPLACER and possibly the CASAS.</p> | |
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|--|---|--|-----------------------------|-----------------------------|---|--|
| <p>(POST-SECONDARY CAREER)</p> <p><i>ESL students to local college (IVC) and/or Career Technical Education Programs such as Center for Employment and Training (CET) / Imperial Valley Regional Occupational Program (IVROP) / Workforce Investment Act (WIA) Funded Programs</i></p> | <p>Upon registration, adult learners will be interviewed to determine their goals, evaluate their skills and determine if they are interested in enrolling at IVC to obtain a Certificate of Achievement or an Associate's Degree or enroll in a community based career technical education training.</p> <p>Adult education teachers will teach ESL students English and life and work skills in each of the ESL level (Beginning, Intermediate, Advanced)</p> <p>Once an ESL adult education student has completed the program successfully, they will need assistance to determine what ESL level they will continue at Imperial Valley College.</p> <p>The Student Support Specialist will provide an orientation regarding Imperial Valley College services and educational opportunities and other community based career technical education trainings available.</p> <p>If it is determined AES will enroll at IVC, the following services will be provided:</p> | <p>Community based career technical education brochures, booklets, application(s) / financial aid instructions.</p> <p>Two Student Support Specialists will guide students through the process. He or she will refer students to appropriate agency or appropriate Counselor at Imperial Valley College. In addition, he/she will provide brochures depicting services and/or</p> | <p>SAME AS ABOVE</p> | <p>SAME AS ABOVE</p> | <p>ESL students are assessed using CASAS.</p> <p>Students will be assessed with a CASAS Appraisal upon entering the classes followed by a Pre-test. Throughout the year a student will be tested utilizing a CASAS Post-test (after every 40-50 hours of class instruction)</p> | <p>ESL students need at least six months in each lower level ESL course (Beginning, Intermediate, Advanced)</p> <p>For these students the accelerated teaching/learning environment is recommended.</p> |
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| | <p>orientation information, assistance with application for admission, orientation on campus and campus tour.</p> <p>Once AES is ready for transition, adult education teachers and Student Support Specialist will assist students in the transition from adult education school to the local community based career technical education training or IVC.</p> | <p>trainings available.</p> <p>Additional Side-by-Side sets.</p> | <p>Estimated cost is to be determined.</p> | | | |
| <p>(FOR PERSONAL GROWTH / TO PROVIDE HOMEWORK ASSISTANCE TO CHILDREN)</p> <p>ESL ADULT EDUCATION STUDENTS</p> | <p>Adult teachers will teach ESL students everyday English life skills in each of the ESL levels (Beginning, Intermediate, Advanced)</p> <p>Using various teaching styles: presentations, written exercises, reading, listening through pictures, music. These students are seasonal field workers or those interested in learning the language to communicate with others, help children with homework or for other personal growth reasons. They attend ESL classes in a different environment. It is evident that these students have a slower progression, since they usually do not attend complete the entire course.</p> | <p>SAME AS ABOVE</p> | <p>SAME AS ABOVE</p> | <p>SAME AS ABOVE</p> | <p>SAME AS ABOVE</p> | <p>ESL students will need approximately 6 months in each level or lower level ESL courses (Beginning, Intermediate, and Advanced).</p> |
| <p>GED (Bilingual) Computerized</p> | <p>Teachers will provide instruction in all areas of the GED exam to help adult education students prepare and</p> | <p>SAME AS ABOVE</p> | <p>SAME AS ABOVE</p> | <p>SAME AS ABOVE</p> | <p>CASAS will be utilized as a method of</p> | <p>High School Equivalency/ GED students may need from</p> |

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| | <p>pass the exam utilizing online resources. The class will be given provided utilizing computers.</p> <p>Once the students are ready to take the test they will do so at a State Authorized Assessment Center to receive their certificate from the state.</p> | <p>Additional technology infrastructure and computers are needed at each site.</p> | <p>Estimated cost is to be determined.</p> | | <p>standardized assessment.</p> <p>High School Equivalency students will take the test at a State Authorized Assessment Center to receive their certificate from the state.</p> <p>Imperial Valley College will give students the ACCUPLACER and possibly the CASAS.</p> | <p>6 months to a year to prepare and pass the high school equivalency exam.</p> |
|--|---|---|---|--|--|---|

Objective 4: Strategies to Address Gaps Identified in Imperial County

Objective Four: Plans to address the gaps identified pursuant to paragraphs (1) and (2).

Adult Education Gaps Identified and Strategies to Address Needs

The Imperial County Adult Education Consortium has a continuing responsibility to review, oversee the educational activities, and make recommendations on redesigning adult education for the residents of Imperial County in five program areas:

1. Elementary and secondary basic skills/high school diploma or equivalency certificate;
2. Programs for adult with disabilities;
3. Classes and courses for immigrants eligible for educational services in citizenship/ESL/Workforce preparation in basic skills;
4. Short-term career technical education certificates with high employability; and
5. Programs for apprentices (including pre-apprenticeship).

The Imperial County Adult Education Report includes demographic information about the consortium as well as information gathered up to date. The consortium has continued to gather additional information and lay the groundwork for a solid Adult Education Plan with which to provide the quality adult education services to Imperial County adult learners.

Elementary and Secondary Basic Skills

Imperial County Adult Education Programs recognize that the High School Diplomacy and High School Equivalency programs offer very limited services to Imperial County adult learners. In the category of Elementary and Secondary Basic Skills, several gaps were associated with this adult education category:

- a limited number of locations across the entire region;

- a lack of interagency communication and marketing; and,
- a lack of career and adult education advising, including the lack of clear adult education pathways.

The first gap reflects there are currently limited adult education offerings in the entire county. Additional adult education offerings are needed and that requires additional facilities, staff and basic infrastructure as well as advertising and marketing to identify service locations and services. Startup would require less than a year of time and cost would be approximately one million dollars. All districts within the consortium that offer adult education services must to be parties working towards addressing the gap. Social service agencies and the county library would also be key players. The creation of additional course offerings would result in increased high school diploma rates and ultimately decreased unemployment rates.

The second gap indicates more interagency communication and marketing is needed. It is critical that the Student Success Specialists possess thorough understanding of all the course offerings throughout the consortium and the distinctions associated with each of the courses in order to provide the best fit for each potential student. Adult education advising plays a huge role in this component. Student eligibility and levels need to be understood to ensure success and this can only be accomplished if communication and marketing is shared with all others within the consortium. This includes consortium members and partners. A website was offered as a solution to address this gap in addition to having the Student Success Specialists available for information sharing. It is crucial that a key point of contact be located at each site involved. The implementation of this strategy would yield increased adult

education enrollment numbers within the consortium. In addition, students would have a clear direction of options available and entry and exit points.

The lack of adult education advising for adults was the focus for the next gap identified. Addressing this gap requires hiring two Student Success Specialists. The major responsibility would be to be knowledgeable of current and future adult education offerings from all consortium members and partners and learning the adult education pathways to properly guide adult learners. The Student Success Specialists would need to possess the knowledge to answer the following questions:

- what programs are available at the community college and in the county,
- what is the eligibility for all Consortium programs,
- what are the adult education pathways,
- what program is the most appropriate for a student,
- are scholarships available, and
- what are the costs associated with the program?

Additional discussion about this particular gap will continue. The following resources have been identified as necessary to successfully address the gaps in this adult education category:

- Additional financial resources are essential;
- Hiring more instructors will enable programs to distribute the case load of the number of students taken on by any one instructor which then provides the instructor with more time availability to prepare lessons, grade assessments, and/or schedule time for students to come in for additional support and/or tutoring if needed;
- Hiring Student Success Specialists whom can schedule appointments to discuss any questions or concerns regarding the progress of their courses, programs, and discuss options and next steps after completing and exiting from the program;

- Increasing the access to materials and resources for students by ensuring that instructors are provided with the appropriate number of books and supplemental materials necessary;
- Funding to purchase computers and/or laptops and software; and
- Funding may be necessary for infrastructure.

Classes and Courses for Immigrants

Imperial County Adult Education Programs recognize that the classes and courses for immigrants are very limited services to Imperial County adult learners.

As the evaluation of the second adult education category, Immigrants Eligible for Education Services in Citizenship and English as a Second Language it has been

identified that there exists several gaps within this adult education category. The gaps are reflected as follows:

1. ESL programs and services should be available at all local communities in Imperial County.
2. Professional development is necessary for adult education teachers at all levels.
3. Programs should be advertised widely. Agencies should be aware of what others are offering, development of a website is essential.
4. Clear, well-articulated pathways from ESL to next steps, such as high school diploma, high school equivalency, employment, career technical education training, community college and clear determination of entry and exit points.
5. Computer literacy.
6. Family literacy/services to incarcerated adults/citizenship. Need program development. The Imperial County Sheriff's County Jail is partner in this effort and is assisting with addressing this gap.

Determining the costs for implementation each of these gaps was generally estimated to have an approximately cost of one million dollars. All the tasks associated with addressing these gaps would take approximately one-year to implement and have

the programs and pathways in place.

The responsible parties that would need to work together to address these gaps included all the consortium members and partners. Different gaps would rely on different education agencies taking the lead but across the board all consortium members and partners would play a major role. The success and validity of the programs could be measured in a number of ways dependent upon the ultimate program design. Possibilities included documentation of student successes, data collection documenting the increased number of students, review of appropriate placements, documentation of gainful employment, documentation of college entry, and a data collection system tracking the number of successful college graduates. The following resources have been identified as necessary to successfully address the gaps in this adult education category:

- Additional financial resources are essential;
- Hiring more instructors will enable programs to distribute the case load of the number of students taken on by any one instructor which then provides the instructor with more time availability to prepare lessons, grade assessments, and/or schedule time for students to come in for additional support and/or tutoring if needed;
- Hiring Student Success Specialists whom can schedule appointments to discuss any questions or concerns regarding the progress of their courses, programs, and discuss options and next steps after completing and exiting from the program;
- Increasing the access to materials and resources for students by ensuring that instructors are provided with the appropriate number of books and supplemental materials necessary;
- Funding to purchase computers and/or laptops and software; and
- Funding may be necessary for infrastructure.

Moreover, Imperial County Sheriff's Office, County Jail determined that forty-

three percent (43%) of the inmates have less than a high school education and approximately 11% of the inmates do not understand, read, or speak English. [NOTE: 11% of the inmates self-identified themselves as having no English proficiency. However, formal assessment of English proficiency is likely to identify a higher percentage of inmates needing ESL classes.] This lack of education and English proficiency results in extreme hardship for inmates upon re-entry into the community.

Short-term CTE

Upon thorough evaluation of this adult education category, Short-term Career Technical Education, two gaps were identified and they are reflected as follows:

- Limited short-term non-credit CTE programs; and
- Increase adult education pathway advising services.

Determining the costs for implementation each of these gaps was generally estimated to have an approximately cost of fifty-thousand dollars. The only adult education provider that would like to offer CTE training to the community is Brawley Union High School, Adult Education Program. The institution would like to offer a welding training to adults since there is a high employment demand in this industry locally. All the tasks associated with addressing these gaps would take approximately one-year to implement and have the program and pathways in place.

Programs for Adults with Disabilities

There is only one non-credit course being offered by Imperial Valley College. During the evolution of the Imperial County Adult Education Plan, it has been determined that a huge gap exists in the adult education category, Adults with Disabilities. These general concerns or gaps are delineated below:

1. Need for sharing of information pertaining to supportive services available

for adults with disabilities.

2. Need for more transition programs for disabled students aiding the students after high school graduation and working towards next steps in their adult life.
3. More help is needed to support the staff working with disabled students, i.e. aides.
4. More staff training in the areas of communication and technology. Because information in these arenas is changing at fast rates of speed, it is critical for staff to be knowledgeable about best and most current information in order to relay the information to the students.
5. More pre-vocational programs are needed.
6. There is a need for more Disabled Student Programs and Services (DSPS) courses to be offered in multiple locations throughout the county.
7. The range of opportunities that exist for disabled students needs to be expanded to Imperial County so the disabled students residing in Imperial County have the same opportunities afforded.
8. Standardize training for adult education teachers and staff in order to have the same knowledge base and can support one and other.
9. Need to create cost effective programs for “acquired disability” students 18 years old and older. Currently there are limited resources available.

It was determined that all these areas of concern could be addressed through the creation of new programs and services. Determining the costs for implementation each of these gaps was generally estimated to have an approximately cost of three hundred thousand dollars. All the tasks associated with addressing these gaps would take approximately one-year to implement and have the programs and pathways in place. As the adult education planning phase evolves, additional discussions regarding addressing gaps in this area will continue.

Apprenticeships

The Imperial County Adult Education Consortium has not determined that there is additional need in this area. However, as the adult education planning phase continues this may change since there is a possibility to develop an apprenticeship program with International Brotherhood of Electrical Workers (IBEW). This opportunity is currently being researched and contacts have been made in order to determine the feasibility of enhancing offerings in this adult education category.

Tracking System

The Imperial County Adult Education Consortium will utilize the Career and Technology Education Management Application (CATEMA) to track the following major adult education outcomes: (1) number of adult education students passing the California High School Exit Exam (CAHSEE); (2) awards of high school diplomas; (3) awards of high school equivalency; (4) awards of career technical education industry recognized certifications; (5) awards of career technical education certificates of achievement and/or associate degrees; and (6) transfer into four-year universities. Imperial Valley College is equipped with a robust technology system and has CATEMA in place to address adult education tracking needs. Additional details will be determined to define the implementation of utilizing this system to track adult learners in Imperial County.

Transitioning to College or Other CTE Programs

Determining a means to ensure transition from adult education programs to Imperial Valley College or other CTE Programs has been determined as a priority during the development of the adult education plan. As aforementioned, this is necessary to help adult learner successfully transition to either employment, community

career technical education trainings, or community college. Therefore, it has been determined that it is imperative to hire two Student Success Specialists to help adult learners throughout Imperial County.

Table Four (4) Notes

Table four reflects information as accurate as possible. Details regarding strategies to address the gaps are aforementioned. It is estimated that approximately \$3,008,128 is necessary to address the gaps identified in each of the adult education categories. However, it is imperative to be cognizant that additional expenses may be determined during the implementation phase.

Table 4.1: Implementation Strategies to Address Identified Gaps

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (Specific school district(s) or college(s)) | Methods of Assessment | Timeline |
|--|--|---|-----------------------|--|---|-----------------|
| <p><i>Placeholders</i></p> <p><i>Elementary and Secondary Basic Skills</i></p> | <ul style="list-style-type: none"> *Increase capacity with more offerings throughout the county *Interagency communication and marketing, i.e. website, information clearing house *Increase adult education pathway advising services | <p>Additional facilities Additional adult education teachers Hire Student Success Specialists Hardware and Software for Classes Classroom materials</p> | <p>\$1,000,000.00</p> | <p>All districts within the consortium IVC Social service agencies Consortium Partners</p> | <p>Data tracking of enrollment numbers Documentation of student successes Data collection documenting increased number of students Documentation of gainful employment Documentation of college entry</p> | <p>One-year</p> |
| <p><i>Classes and Courses for Immigrants</i></p> | <ul style="list-style-type: none"> *Increase programs and services *Professional development for adult education teachers *Marketing and communication about programs * Increase adult education pathway advising services, which includes: clear, well-articulated pathways from adult education and ESL to next steps *Program support in the form of child care, links to social service agencies, testing centers, transportation, good service *Computer literacy and distance learning *Family literacy/services to incarcerated adults/citizenship | <p>Additional facilities Additional adult education teachers Hire Student Success Specialists Hardware and Software for Classes Classroom materials</p> | <p>\$1,000,000.00</p> | <p>All districts within the consortium IVC Consortium Partners</p> | <p>Data tracking of enrollment numbers Documentation of student successes Data collection documenting increased number of students Documentation of gainful employment Documentation of college entry</p> | <p>One-year</p> |
| <p><i>Short-term career technical education</i></p> | <ul style="list-style-type: none"> *More short-term non-credit CTE programs *Increase adult education pathway advising services | <p>Hire Student Success Specialists Purchase of Equipment Classroom materials</p> | <p>\$50,000</p> | <p>All districts within the consortium IVC</p> | <p>Data tracking of adults receiving services Documentation of student successes Data collection documenting increased number of students</p> | <p>One-year</p> |

| | | | | | | |
|--|---|--|--------------|---|---|----------|
| | | | | | Documentation of gainful employment Documentation of college entry | |
| <i>Programs for Adults with Disabilities</i> | <ul style="list-style-type: none"> *Sharing of information of support services *More transition programs after high school completion *Assistance to support staff *More transportation *More staff training to keep current in areas of communication and technology *More pre-vocational programs *More DSP&S courses *Training for staff *Create cost effective program for "acquired disability" students 18 years old and older | <p>Creation of support services that would facilitate services and guidance for adults with disabilities, hire Student Success Specialists, more training for staff and students.</p> <p>Creation of a transition program for disabled students who have graduated from high school would necessitate key personnel knowledgeable about all options available.</p> | \$300,000.00 | <p>All school districts that have classes/services for adults with disabilities</p> <p>IVC</p> <p>Social service agencies that offer services for adults with disabilities</p> <p>Consortium Partners</p> | Data tracking of adults receiving services An expert oversight committee that monitors programs and addresses validation and reliability of services provided to adults with disabilities. | One-year |

Objective 5: Plans to Employ Approaches Proven to Accelerate Students Progress

Objective Five: *Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.*

The Imperial County Adult Education Consortium, AB 86 Faculty and Teacher Liaisons have not had the opportunity to hold extensive dialogue regarding addressing this objective. However, the adult education providers have identified a strategy that will help accelerate the progress of a large number of adult learners. The adult education sites will accelerate student's progress by assessing the student's goal(s) initially and evaluating their skills and needs to determine their adult educational pathway. For the adult learners who are non-English or limited English speakers and who are seasonal field workers or whose goal is to learn limited English to assist their children with homework or enough English to communicate, they will be placed in a separate ESL course. The adult education students who are interested in continuing in an adult education pathway will be placed in an accelerated ESL course. The reasoning for this is that there are a large number of adult education students who are not interested in pursuing a long-term adult education pathway and when integrated into courses where other adult learners are interested in progression, they slow down the progress of the entire group. This is a single strategy, however, additional, extensive dialogue among AB 86 Faculty and Teacher Liaisons will occur during the implementation phase to fully address this objective.

Table 5.1: Work Plan for Implementing Approaches to Accelerate a Student’s Progress Toward his or her Academic or Career Goals

| <i>Description of the Approach</i> | <i>Tasks/Activities Needed</i> | <i>Resources Needed</i> | <i>Estimate of the Cost</i> | <i>Responsible Member</i> | <i>Methods of Assessment</i> | <i>Timeline</i> |
|---|--|--|--|---|---|---|
| <p>Teach basic / lower ESL levels at the local adult education sites. (Teach study skills, grammar, reading, writing, listening / prepare students for college / assist students in setting goals.</p> <p>Teach Side-by-Side Plus series for adult education students in accelerated classes</p> <p>For non-accelerated ESL classes, the basic Side-by-Side series will be utilized)</p> | <p>ESL: goal setting, conversation, writing, reading activities. Groups and individual activities Incorporating technology in teaching objectives / lessons.</p> | <p>Side-by-Side Plus series for these accelerated classes</p> <p>For non-accelerated classes, the basic Side –by-Side series will be utilized</p> | <p>Estimated Cost to be Determined However, books and materials will be needed at each site including the Imperial County Library and Imperial County Jail.</p> | <p>All parties involved are responsible for providing services and information to the students.</p> | <p>CASAS will be utilized as a method of standardized assessment.</p> <p>High School Equivalency students will take the test at a State Authorized Assessment Center to receive their certificate from the state.</p> <p>Imperial Valley College will give students the ACCUPLACER and possibly the CASAS.</p> | <p>ESL students need at least six months in each lower level ESL course (Beginning, Intermediate, Advanced)</p> <p>For these students the accelerated teaching/ learning environment is recommended.</p> |

Note: This is a single strategy, however, additional, extensive dialogue among AB 86 Faculty and Teacher Liaisons must occur to fully address this objective and complete this table more accurately.

Objective 6: Plans to Collaborate in the Provision of Professional Development

Objective Six: *Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.*

The Imperial County Adult Education Consortium, AB 86 Faculty and Teacher Liaisons, the Imperial County Library Literacy Coalition, and the Imperial County Sheriff's Office County Jail representative strongly believe that professional development will be crucial to facilitate the transition to an integrated adult education system, as required with the AB86 regional plan. It is acknowledged that overall funding will be limited and that the consortium's priority is to serve the unmet adult education needs of the Imperial County population. Which translates to limited funding for professional development; however, it is imperative to obtain professional development to assist with the transition and alignment of adult education services in Imperial County. The following trainings would be essential to the success of the Imperial County Adult Education Consortium: (1) common core standards training; (2) CALPRO workshops and learner persistence training; (4) attendance to the CASAS National Summer Institute for at least 10 adult educators to provide assistance with assessment alignment; and (5) High School Proficiency/GED Preparation courses (HiSET/TASC) education. Table five depicts additional details about the trainings needed to assist Imperial County Adult Education Consortium be successful in this endeavor.

Moreover, additional professional development resources that will be utilized are offered by local entities, such as Imperial County Office of Education (ICOE), which offers an array of technology training opportunities continuously. ICOE has been offering a number of technology instruction to schools and businesses in Imperial County since 1996, including courses specifically for teachers and faculty (Imperial County Office of

Education, 2014). Another resource is Outreach and Technical Assistant Network for Adult Educators (OTAN). OTAN's vision is "To lead California adult education in the integration of technology into the educational process, ultimately empowering learners to meet their academic, employment and civic goals" (Outreach and Technical Assistant Network, 2014). OTAN supports adult education programs and the use of instructional technology by providing information and training via face-to-face and online workshops. They also have a number of online videos on innovative uses of technology in the classroom. As a result of the efforts invested by the Los Angeles Valley College, the California Community Colleges' Success Network (3CSN) is also another valuable professional development resource to draw from. This network is funded by the Basic Skills Initiative and provides a number of trainings in the areas of basic skills and curriculum development, which is central to the development and maintenance of the Imperial County Adult Education Consortium plan. The California Community Colleges' Success Network holds a number of events each year, which includes trainings in Imperial County and San Diego County (California Community Colleges Success Network, 2014). These are some of the professional development opportunities available to the Imperial County Adult Education Consortium.

Table 6.1 Current Professional Development

| <i>Topic</i> | <i>Professional Development Strategy</i> | <i>Program Area(s) Addressed</i> | <i>Estimated Cost to Implement Consortium-Wide</i> |
|--------------|---|---|--|
| CALPRO | Take on line Webinars | Guiding ABE learners toward college and career readiness | No cost |
| CASAS | Training Instructors to be able to test and interpret test results. | Provides Instructor with student's test outcomes and results on the necessary competencies for life and work. | No Cost |

Table 6.2 Collaborative Professional Development

| <i>Topic</i> | <i>Collaborative Professional Development Strategy</i> | <i>Program Area(s) Addressed</i> | <i>Estimated Cost to Implement Consortium-Wide</i> |
|--|--|--|--|
| Common Core State Standards | Facilitator would to train adult education teachers locally This would enable all teachers to attend and it would be more cost effective for the consortium, since it would the consortium would be responsible for covering the traveling cost of one facilitator. The facilitator will provide the necessary training and resources used in meeting Common Core State Standards. | Area 1 Critical thinking, problem solving, and soft skills and study skills to prepare our adult students for the transition towards a career or higher education. | Estimated cost \$7,939.20 Hourly rate for substitute teachers during school hours (Approximate cost calculated by utilizing following formula: \$33.08 x 4 hours x 30 adult education substitute teachers x 2 times per year) Estimated cost \$6,000 (\$3,000 x 2 trainings) Facilitator traveling expenses / in-service fees Total Estimated Cost: \$13,939.20 |
| CALPRO – Workshops Learners Persistence | Facilitator will teach different strategies to help students set and meet their goals | Areas 1 through 5 Instructional strategies:–goal setting for the adult learner {(Offered through CALPRO) • <i>Teaching Critical Thinking:</i> (1) <i>Critical Thinking and Metacognition,</i> and (2) <i>Problem Solving and Decision-Making</i> } | Estimated cost \$7,939.20 Hourly rate for substitute teachers during school hours (Approximate cost calculated by utilizing following formula: \$33.08 x 4 hours x 30 adult education substitute teachers x 2 times per year) Estimated cost \$6,000 (\$3,000 x 2 training) |

| | | | |
|---|---|---|--|
| | | <p>(3) <i>Preparing Students to transition into college-post-secondary education.</i></p> <p>(4) <i>Implementing Strategies to prepare students for the workforce environment.</i></p> | <p>Facilitator traveling expenses / in-service fees</p> <p>Total Estimated Cost: \$13,939.20</p> |
| OTAN (Online) Technology | <p>Web pages, digital movies and other classroom activities using computers</p> <p>The use and integration to enhance technology in the classroom</p> | <p>Area 1</p> <p>Familiarizing students with computers and helping students prepare to take the GED test online.</p> | <p>Online workshops and course materials are provided at no cost to the school or individual</p> |
| High School Proficiency GED Preparation Courses HiSET / TASC | <p>Differences among the three different tests and which will be available in California.</p> | <p>Area 1</p> <p>Benefits (pros and cons) of each test</p> <p>Acceptance at different branches of government</p> | <p>Estimated cost \$7,939.20</p> <p>Hourly rate for substitute teachers during school hours</p> <p>(Approximate cost calculated by utilizing following formula: \$33.08 x 4 hours x 30 adult education substitute teachers x 2 times per year)</p> <p>Estimated cost \$3,000</p> <p>(\$3,000 x 1 training)</p> <p>Facilitator traveling expenses / in-service fees</p> <p>Total Estimated Cost: \$10,939.20</p> |
| Attendance at CASAS Summer Institute | <p>Learn about CASAS latest information.</p> | <p>Area 1 and 2</p> <p>The benefits of attending this conference are the following: attend the up-to-date CASAS training workshops; learn more about computer-based and online testing with CASAS eTests; gain comprehensive strategies focused on improving learning outcomes; learn about the latest approaches in transitioning learners to</p> | <p>Estimated cost \$2,000</p> <p>(Approximate cost is for 10 attendees x \$2,000 each). This is a national conference; therefore, it is very likely that the conference will be held in another state.</p> <p>Total Estimated Cost: \$20,000.00</p> |

| | | | |
|--|--|--|--|
| | | postsecondary education and the workplace. | |
|--|--|--|--|

Note: CALPRO offers a variety of research-based workshops targeted towards ABE/ASE/ESL content areas. Some of the content areas are: Enhancing Learner Persistence, Effective Lesson Planning, Accelerated Instruction, and Designing Programs for Adult with Disabilities, and Student-Centered Learning, among others. These training sessions align well with the goals of AB 86 and the goals of the Imperial County Adult Education Consortium.

Objective 7: Plans to Leverage Existing Regional Structures

Objective Seven: *Plans to leverage existing regional structures, including but not limited to, local workforce investment areas.*

The Imperial County Adult Education Consortium serves a community with dire needs and as a result it is recognized that it is imperative to leverage resources to try to maximize adult education services provided to community members. Therefore, the following strategies are some of the strategies that have been identified to assist the consortia. Some of the consortium members will utilize facilities through the workforce development board, Central Union High School Adult Education currently offers a GED Prep course at the El Centro One Stop Center and plans to continue utilizing this facility. Additionally, the Imperial County One Stop Centers will help advertise Imperial County adult education services. Moreover, it is anticipated that a facility operated by the Imperial County Library Literacy Coalition will be utilized to provide adult education services to community members residing in the north end of Imperial County. Furthermore, it was briefly discussed that there is a possibility that the Imperial County Office of Education Alternative Education sites may also be available to provide adult education services. Finally, Imperial County Social Services, CalWORKs department will also provide make referrals since many of their participants will benefit from adult education services offered. In addition their facilities are available to provide adult education orientations.

The Imperial County Adult Education Consortium strives to continue to engage other partners and develop additional strategies that will further assist to leverage resources. This is a community where it is essential to work collaboratively to maximize resources since funding streams are limited.

Table 7.1: Leverage of Existing Regional Structures from Partners

| <i>Partner Institution Supporting Regional Consortium</i> | <i>Program area to be addressed (1-5)</i> | <i>Task/Activities Needed to implement Support of the Program</i> | <i>Member Counterpart(s)*</i> | <i>Partner Contribution**</i> | <i>Timeline</i> |
|--|---|---|--|-------------------------------|---|
| Imperial County Workforce Development Board (One Stop Center) | 1 | Provide facility | Central Union High School Adult Education School | In-Kind | Currently being utilized and partnership will remain in place |
| Imperial County Workforce Development Board (One Stop Centers) | 1-5 | Provide assistance with advertising | All Consortium Members and Partners | In-Kind | July 1, 2015 |
| Imperial County Library Literacy Coalition | 1-2 | Provide facility | Imperial Community College District | In-Kind | July 1, 2015 |
| Imperial County Office of Education | 1-4 | Possibly provide facilities | All Consortium Members and Partners | In-Kind | To Be Determined – Additional Discussions must occur |
| Department of Social Services (CALWORKS) | 1-5 | Provide assistance with advertising | All Consortium Members and Partners | In-Kind | July 1, 2015 |
| | | | | | |

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Appendix A

Imperial County Adult Education Plan Comprehensive Budget Summary

| PRELIMINARY IMPERIAL COUNTY ADULT EDUCATION PLAN COMPREHENSIVE BUDGET SUMMARY | | | |
|--|---------------------------------------|------|-------------------------------|
| OBJECT OF EXPENDITURE | CLASSIFICATION | LINE | TOTAL PROGRAM FUNDS REQUESTED |
| 1000 | INSTRUCTIONAL SALARIES | 1 | \$1,462,472.00 |
| 2000 | NONINSTRUCTIONAL SALARIES | 2 | \$245,647.00 |
| 3000 | EMPLOYEE BENEFITS | 3 | \$416,342.00 |
| 4000 | SUPPLIES AND MATERIALS | 4 | \$261,553.00 |
| 5000 | OTHER OPERATION EXPENSES AND SERVICES | 5 | \$339,120.00 |
| 6000 | CAPITAL OUTLAY | 6 | \$112,750.00 |
| 7000 | OTHER OUTGO | 7 | \$0.00 |
| TOTAL DIRECT COSTS | | 8 | \$2,837,884.00 |
| TOTAL INDIRECT COSTS (5%) | | 9 | \$141,894.20 |
| TOTAL COSTS | | 10 | \$2,979,778.20 |

The comprehensive budget summary reflects an estimated budget to fund Imperial County's Adult Education Plan.

Appendix B

Imperial County Adult Education Plan Budget Summary Separated by Provider

| Provider | RMAEC | SPVUSD, AE | HUSD, AE | CUAS | BUHS, AE | ICSJ | IC Library |
|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------|--------------------|
| ACCOUNT CODE | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED |
| 1000 | \$197,893.00 | \$135,289.00 | \$177,705.00 | \$400,912.00 | \$159,701.00 | \$34,616.00 | \$17,308.00 |
| 2000 | \$92,717.00 | \$0.00 | \$25,008.00 | \$74,044.00 | \$16,320.00 | \$0.00 | \$0.00 |
| 3000 | \$134,215.00 | \$23,040.00 | \$48,532.00 | \$80,456.00 | \$20,613.00 | \$6,923.00 | \$3,462.00 |
| 4000 | \$58,500.00 | \$30,000.00 | \$59,858.00 | \$25,895.00 | \$34,500.00 | \$10,000.00 | \$10,000.00 |
| 5000 | \$11,800.00 | \$30,000.00 | \$56,962.00 | \$8,729.00 | \$35,000.00 | \$8,000.00 | \$8,000.00 |
| 6000 | \$2,000.00 | \$20,000.00 | \$0.00 | \$23,750.00 | \$47,000.00 | \$0.00 | \$0.00 |
| 7000 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total | \$497,125.00 | \$238,329.00 | \$368,065.00 | \$613,786.00 | \$313,134.00 | \$59,539.00 | \$38,770.00 |

Providers listed above are defined as:

1. **RMAEC**- Robert Morales Adult Education Center (Calexico Unified School District)
2. **SPVUSD, AE**- San Pasqual Valley Unified School District, Adult Education
3. **HUSD, AE**- Holtville Unified School District, Adult Education
4. **CUAD** – Central Union Adult School
5. **BUHS, AE** – Brawley Union High School District, Adult Education
6. **ICSJ**- Imperial County Sherriff’s Office, County Jail
7. **IC Library**- Imperial County Library Literacy Coalition

Imperial County Adult Education Plan Budget Summary Separated by Provider (Continued)

| Provider | IVC | CUSD, AE | ICOE, ALT ED | ICOE |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| ACCOUNT CODE | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED | FUNDS REQUESTED |
| 1000 | \$35,000.00 | \$25,963.00 | \$148,386.00 | \$149,699.00 |
| 2000 | \$0.00 | \$0.00 | \$13,000.00 | \$24,558.00 |
| 3000 | \$3,500.00 | \$5,193.00 | \$43,488.00 | \$48,920.00 |
| 4000 | \$1,000.00 | \$10,000.00 | \$14,400.00 | \$7,400.00 |
| 5000 | \$10,000.00 | \$12,000.00 | \$6,233.00 | \$157,396.00 |
| 6000 | \$0.00 | \$20,000.00 | \$0.00 | \$0.00 |
| 7000 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total | \$49,500.00 | \$73,156.00 | \$225,507.00 | \$387,973.00 |
| Total Budget: \$2,864,884.00 | | | | |
| Total Indirect Costs (5%): \$143,244.20 | | | | |
| Total Costs: \$3,008,128.20 | | | | |

Providers listed above are defined as:

- 8. **IVC** – Imperial Valley College
- 9. **CUSD, AE** – Calipatria Unified School District, Adult Education
- 10. **ICOE, ALT ED** – Imperial County Office of Education, Alternative Education
- 11. **ICOE** – Imperial County Office of Education (**Coordinating Budget**)