

# 2025-2026 Annual Plan

# TRANSFORMING ADULT EDUCATION



EDUCATION TO CAREER  
NETWORK  
of North San Diego County

# EDUCATION TO CAREER NETWORK OF NORTH SAN DIEGO COUNTY



[WWW.EDUCATIONTOCAREER.NET](http://WWW.EDUCATIONTOCAREER.NET)



## Section 1: Plans & Goals

### Executive Summary

The **Education to Career Network (ETCN) of North San Diego County** is a collaborative consortium of six member agencies: Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School. United by a shared mission, ETCN is dedicated to building strong bridges between education, career pathways, and economic opportunities for adults across a diverse region. The consortium’s vision, as articulated in its Three-Year Plan, is to ensure that every adult learner has equitable access to high-quality education and workforce development opportunities that lead to meaningful careers and personal growth.

### Achievements and Progress: 2024–25

During the previous program year, ETCN made substantial progress toward the goals and priorities outlined in its Three-Year Plan. Major milestones include:

- Hosting a Business and Community Forum that brought together key regional collaborators.
- Scaling digital badging across member agencies, awarding over 2000 badges in 2024 - 2025.
- Awarding 120 microcredentials that have been recognized by local employers and postsecondary partners.
- Enhancing student support and transitions by creating a Community of Practice and improving pathways into postsecondary education and employment.
- Advancing a culture of continuous improvement through regular data review meetings, a full-member planning retreat, and increased sharing of best practices consortium-wide.

### Vision and Primary Goals for 2025–26

Building on these achievements, ETCN’s primary goals for the 2025–26 program year focus on four strategic pillars: ensuring student access and success, strengthening workforce and employer engagement, fostering teaching and learning excellence, and optimizing consortium sustainability and operations. The consortium is committed to expanding and diversifying

program offerings, particularly through additional short-term CTE pathways, hybrid and online learning, and industry-based programs in high-demand sectors. Special focus is placed on closing persistent gaps for vulnerable and underserved populations, including adults with disabilities, English language learners, rural residents, and individuals facing barriers such as poverty or digital exclusion. The consortium is especially focused on building seamless pathways for students, ensuring that every adult learner can progress smoothly to postsecondary education and workforce opportunities.

**Key goals for the year include:**

- Scaling up support and programming for adults with disabilities region-wide.
- Further expanding hybrid, online, and accelerated learning opportunities.
- Expanding dual enrollment and transition programs in partnership between consortium members, specifically K12 adult schools and Palomar College.
- Increasing employer partnerships and growing work-based learning, internships, and job placement efforts.
- Enhancing staff professional development and credentialing to ensure high-quality instruction and support.
- Raising awareness of adult education opportunities through regional marketing, outreach, and community partner engagement.
- Regularly collecting and analyzing data to guide improvements in enrollment, completion, transitions, and employment outcomes.

**Alignment of Planned Allocations with the Three-Year Plan**

ETCN’s planned resource allocations for 2025–26 are directly aligned with the objectives and strategies in its Three-Year Plan. Budgeted funds are dedicated to:

- Expanding program offerings and supporting new course development in response to documented workforce and learner needs.
- Funding staff and teaching salaries, particularly in areas of growth such as ESL, CTE, and support services.
- Improving technology infrastructure, facilities, and digital access for both students and staff.
- Providing wraparound services and targeted supports for students most at risk of falling behind.

- Investing in professional development, instructional resources, and innovative initiatives such as digital badging and integrated education and training.
- Strengthening partnerships with employers and community organizations to promote seamless transitions and workforce integration.

Resource use is informed by annual and quarterly planning, ongoing needs assessments, regional labor market data, and direct input from students, staff, employers, and partners. Fiscal decisions are made to ensure flexibility and responsiveness, while maintaining compliance with state guidelines and maximizing impact for the region’s adult learners.

### **Consortium Commitment to Growth and Innovation**

The Education to Career Network’s annual plan for 2025–26 demonstrates a steadfast commitment to the values of equity, innovation, and continuous improvement. By expanding programs, strengthening supports, and aligning investments with documented needs and opportunities, ETCN is poised to serve as a model of regional partnership and a catalyst for adult education and workforce development in North San Diego County.

### **Plans & Goals**

The 2025–26 program year marks a period of continued growth, innovation, and refinement for the Education to Career Network (ETCN) consortium. ETCN’s work is grounded in the belief that all adults in North San Diego County deserve equitable access to quality education, effective support services, and meaningful career pathways. As the region adapts to shifting workforce demands and a changing population, the consortium’s plans and goals reflect both its established strategic direction and an openness to new solutions based on evidence and community members’ feedback.

ETCN’s priorities for the year are structured around four central pillars: ensuring student access and success, strengthening workforce and employer engagement, fostering teaching and learning excellence, and optimizing consortium sustainability and operations. These pillars are not only central to the Three-Year Plan but also respond to the latest data and lessons learned from the previous program year.

## **Expanding Access and Supporting Success**

ETCN is committed to removing barriers that limit enrollment and persistence. The consortium will increase flexible learning opportunities through expanded hybrid, evening, and asynchronous courses, particularly in high-demand fields. Special focus is placed on reaching working adults, parents, rural learners, English language learners, and adults with disabilities. Wraparound supports such as counseling, academic advising, technology access, and targeted outreach will be scaled to help students complete their programs and transition smoothly to employment or further education.

## **Strengthening Workforce and Employer Engagement**

Aligning educational programs with regional labor market needs remains a core goal. ETCN will work closely with industry partners to ensure curriculum reflects current workforce demands and that students are prepared for living-wage jobs. Plans for the year include increasing job readiness training, expanding work-based learning and internship opportunities, and continuing the growth of digital badging in sectors with critical labor shortages. Regular forums and advisory meetings will help keep offerings relevant and connected to local employers.

## **Fostering Teaching and Learning Excellence**

The consortium will continue investing in professional development, instructional coaching, and resources for faculty and staff. Topics such as equity-driven practices, trauma-informed instruction, and effective use of technology will be prioritized. These investments aim to enhance classroom innovation, support staff recruitment and retention, and ensure that instructional quality remains high across all member agencies.

## **Optimizing Consortium Sustainability and Operations**

Regional collaboration and shared resources are essential to ETCN's effectiveness. The consortium will enhance marketing and outreach strategies, update governance and data systems, and facilitate shared professional learning communities. Continuous improvement practices, informed by regular data reviews and participant feedback, will drive decisions around resource allocation and strategic adjustments. There is also a strong focus on aligning efforts across funding streams, including CAEP, WIOA, and Strong Workforce, to maximize impact and fiscal responsibility.

## **Looking Ahead**

In summary, ETCN's plans and goals for 2025–26 reflect a commitment to equity, partnership, and student achievement. By deepening collaboration, investing in innovation, and targeting supports for those who need them most, the consortium is well-positioned to advance adult education and workforce success across North San Diego County.

## **Progress Toward 2024–25 Consortium Goals**

### **Overall Achievements**

ETCN made substantial progress in 2024–25, meeting most of its key objectives. The consortium advanced its strategic priorities of access, integration, and effectiveness, building momentum for ongoing improvements that reflect the long-term vision outlined in the Three-Year Plan.

### **Advancing Needs Assessment and Community Engagement**

ETCN successfully launched an annual regional needs assessment and hosted a Business and Community Forum with over 60 participants. This collaborative process, described as essential in the Three-Year Plan, informed new programs and led to improved outreach strategies consortium-wide, ensuring offerings are closely aligned with both student and employer needs.

### **Expanding Flexible Learning Opportunities**

Three new short-term CTE programs were developed and offered online, increasing access for working adults, parents, and rural learners. These initiatives directly respond to Three-Year Plan priorities to expand hybrid and distance learning models that remove barriers for underserved populations.

### **Digital Badging and Workforce Connections**

The digital badging initiative grew rapidly, with over 120 microcredentials awarded across four districts. Local employers and colleges recognized these badges, helping students secure interviews and jobs in high-demand fields. This work is closely linked to the plan's call for innovative pathways that validate and communicate students' workforce skills.

## **Strengthening Transitions and Support Services**

The consortium launched a Community of Practice for student services and developed a regional resource dashboard, furthering the Three-Year Plan objective to integrate support services and facilitate smooth postsecondary transitions, especially for students facing barriers such as language, disability, or economic hardship.

## **Expanding Dual Enrollment with Palomar College**

During 2024–25, ETCN continued to strengthen dual enrollment opportunities in partnership with Palomar College. These initiatives allow adult learners to enroll in college-level courses while completing their HS diploma or HS equivalency programs, accelerating their pathway to postsecondary degrees and credentials. Dual enrollment helps students build academic confidence, earn college credit, and gain exposure to career pathways in high-demand fields. This effort is part of ETCN's ongoing commitment to improving transitions between adult education and college.

## **Continuous Improvement and Success Stories**

Quarterly data reviews and planning retreats keep ETCN focused on evidence-based improvement and real student success. Daniela Grosso, a scientist from Brazil, became fluent in English within a year through ESL classes, helping her resume her career and support her family. Jose Ernesto Quijada Hernandez walked miles to ESL classes, earned his GED, and now works as a lead baker while pursuing a nursing career. After immigrating from Mexico, Maritere Rodriguez Rivera improved her English, earned her equivalency, was accepted to college to study biology, and now helps other students as a volunteer. These stories highlight ETCN's commitment to continuous improvement, support, and opportunity for adult learners in North San Diego County.

## **Building on Progress for the Year Ahead**

Overall, ETCN met most of its goals for 2024–25 and set a strong foundation for the year ahead, with improved access, innovative programs, and growing support for vulnerable adult learners.

## **Barriers Faced in Achieving 2024–25 Goals**

During the 2024–25 program year, ETCN navigated a range of challenges that influenced the pace of progress toward its goals. Two ongoing concerns were the availability of financial resources and the recruitment and retention of qualified staff. While demand for adult education, especially in areas such as short-term CTE, digital literacy, and wraparound supports, continued to grow, available funding required the consortium to thoughtfully prioritize and phase in new programs and initiatives.

Resource constraints also impacted the ability to invest in technology upgrades, outreach, and enhanced support for special populations, including adults with disabilities and those needing additional digital access. At the same time, ETCN, like many educational organizations, experienced some staffing fluctuations, particularly in high-need areas such as ESL, adults with disabilities, and workforce preparation. Occasional turnover or unfilled positions led to adjustments in implementation timelines and the temporary redistribution of responsibilities among existing staff.

Despite these factors, ETCN's collaborative approach allowed the consortium to respond constructively. Member agencies increased communication, shared best practices, and cross-trained staff to maintain service levels and support continuity. Targeted use of available resources was prioritized to benefit students with the greatest need, and new strategies were piloted and refined as conditions allowed.

Looking ahead, ETCN remains proactive in addressing these ongoing issues through strategic planning and the pursuit of additional resources. Continued emphasis on collaboration, innovation, and efficient use of funds will help the consortium support high-quality programs and services for adult learners across the region.

## **Goals for the 2025–26 Program Year**

For the 2025–26 program year, the Education to Career Network (ETCN) has established a comprehensive set of goals designed to expand opportunity, improve equity, and deliver results for adult learners across North San Diego County. These goals directly align with ETCN's strategic pillars and reflect a commitment to both continuity and innovation in adult education.

## **Expanding and Diversifying Program Offerings**

ETCN will introduce new programs and expand existing ones to meet evolving student and regional workforce needs. This includes launching additional short-term Career Technical Education (CTE) pathways, developing industry-based programs in high-demand sectors, and increasing both academic and workforce-specific offerings. The consortium is also committed to diversifying modalities by expanding hybrid and online instruction, which will help reach more students, including those in rural or remote areas and those balancing work and family commitments.

## **Addressing Gaps and Improving Access**

A primary focus for the year is to address persistent gaps in service, particularly for vulnerable and underserved populations. This includes increasing targeted outreach and enrollment efforts, updating facilities, and improving digital access for students with limited technology resources. Special attention will be given to expanding support for adults with disabilities, English language learners, and long-term unemployed individuals.

## **Strengthening Student and Staff Support**

ETCN will add and enhance student and staff supports, including expanded counseling, advising, and wraparound services. The consortium is investing in professional development for staff and faculty, providing credentialing opportunities, and supporting the hiring of additional ESL teachers and teaching assistants to meet growing demand. These efforts aim to boost instructional quality, staff retention, and positive student outcomes.

## **Aligning Offerings with Regional Needs**

All program and service expansions will be informed by ongoing community needs assessments, labor market data, and feedback from employer and industry partners. ETCN will continue to implement best practices and ensure that all offerings align closely with the current and projected needs of the regional economy, helping students access pathways to living-wage jobs and career advancement.

## **Promoting Awareness and Collaboration**

Increasing awareness of ETCN's services remains a key goal. The consortium will carry out regional marketing and outreach campaigns, develop new partnerships with employers and community organizations, and host events that showcase available educational and workforce opportunities. These activities will also help increase employer collaboration, grow work-based learning and internship placements, and foster stronger transitions to the workforce and postsecondary education.

## **Continuous Improvement through Data and Accountability**

ETCN will regularly collect, review, and analyze data to monitor progress on all goals. This includes tracking enrollment, student transitions, service utilization, and employment outcomes. The consortium will hold quarterly data review meetings, conduct participant surveys, and use this evidence to guide ongoing improvements and ensure that resources are used efficiently and effectively.

## **Other Key Goals and Initiatives**

- Restore and update education plans for students, supporting personalized learning and transition pathways.
- Improve integration of services and transitions between programs, schools, and workforce partners.
- Develop and implement systems to track the efficiency and effectiveness of transition programs.
- Maintain and upgrade facilities to ensure a safe, welcoming, and effective learning environment for all students.

## **Positioning ETCN for Student and Regional Success**

ETCN's goals for the current program year are ambitious and far-reaching, aiming not only to maintain progress but to build on recent successes and address new challenges. By expanding and diversifying programs, strengthening supports, aligning with regional needs, and fostering a culture of continuous improvement, ETCN is positioned to deliver high-quality adult education that advances both individual opportunity and regional prosperity.

## **Measuring Progress Toward 2025–26 Goals**

The Education to Career Network (ETCN) uses a comprehensive, data-informed approach to measure progress toward its annual goals. This approach combines quantitative metrics with qualitative feedback to ensure that the consortium’s activities remain responsive, effective, and aligned with student and regional needs.

### **Regular Progress Review Meetings**

ETCN holds quarterly meetings at both consortium and district levels to review data, evaluate progress, and make decisions about ongoing activities. These sessions help leaders monitor the completion of goals and make adjustments as needed.

### **Student Outcomes and Program Data**

Key metrics such as enrollment, course completions, graduation rates, and transitions to postsecondary education or employment are tracked throughout the year. The consortium also pays close attention to participation in CTE and support for special groups like English learners and adults with disabilities.

### **Participant and Partner Feedback**

ETCN collects feedback from students, employers, and community partners using surveys, interviews, and focus groups. This input helps the consortium understand satisfaction, identify strengths, and address areas for improvement.

### **Program and Self-Assessments**

Annual program reviews and self-assessments help ETCN evaluate the effectiveness of instruction and support services. These evaluations guide future professional development and resource allocation decisions.

### **Monitoring Use of Support Services**

The consortium tracks student use of counseling, advising, and wraparound supports to see which services are most utilized and effective. This data helps ETCN determine where to focus or expand resources.

## **Employment and Transition Metrics**

ETCN monitors employment outcomes and student transitions to CTE or further education. Follow-up with program completers helps the consortium measure real-world impacts.

## **Baseline Metrics and Continuous Improvement**

The consortium uses CAEP Annual Plan Questionnaire data as a baseline for measuring progress. Year-over-year comparisons and ongoing data reviews support continuous improvement and ensure alignment with strategic goals.

## **Accountability and Ongoing Improvement**

Through ongoing data collection, regular reviews, and feedback from interested parties, ETCN promotes accountability and improvement, ensuring all efforts are directed toward student success and meeting the needs of the region.

---

# **Section 2: Assessment**

## **Regional Needs Assessment**

North San Diego County's adult education landscape is shaped by economic shifts, population growth, and changing workforce demands. Drawing on ETCN's comprehensive needs assessment, DataVista analysis, CAEP Fact Sheets, and collaborator feedback, the consortium has identified the highest-priority challenges and opportunities impacting adult learners in the region. This evidence-based approach ensures that both the Three-Year Plan and annual investments are closely aligned with regional realities and the aspirations of local communities.

### **1. Alignment of Education and Workforce Needs**

Recent labor market data from the California Employment Development Department and Centers of Excellence highlight persistent shortages in sectors such as healthcare, manufacturing, business, and trades. Employer and advisory input confirm the ongoing need for short-term, industry-aligned training that leads directly to living wage jobs. Aligning

programs with workforce needs and supporting rapid upskilling are core to the Three-Year Plan.

## **2. Access to Technology and Digital Literacy**

Over 30 percent of ETCN students report lacking reliable internet or devices at home, based on the 2024 Student Needs Survey. Digital skills are now a prerequisite for most jobs and courses, making access and training in this area an urgent equity concern and a central theme of the Three-Year Plan.

## **3. English Language Learner and Immigrant/Refugee Needs**

Currently, 60% of ETCN students are English learners. Enrollment trends, census data, and input from community partners highlight an increasing demand for ESL, citizenship, and workforce-integrated language programs, particularly in rural and underserved communities.

## **4. Basic Skills, High School Equivalency, and Literacy**

TOPSPro data and regional assessments show many adults lack foundational reading, writing, numeracy skills, or a high school diploma. These barriers limit access to college and career advancement, underscoring the importance of robust basic skills and HSE programming.

## **5. Access Barriers in Rural Communities and for Adults with Disabilities**

Transportation, limited services, and accessibility remain challenges for rural residents and adults with disabilities. These groups are often underrepresented in programs and less likely to transition or complete. The Three-Year Plan calls for more outreach, expanded online options, and accessible programming for these learners.

## **6. Short-Term CTE and Accelerated Pathways**

Demand is high for accelerated pathways such as short-term CTE, bridge programs, dual enrollment, and Integrated Education and Training. Employer and student feedback emphasize the value of rapid upskilling and career advancement options.

## **7. Strengthening Partnerships and Increasing Awareness**

Employers and community organizations stress the need for greater coordination, marketing, and partnerships to connect learners with education and job opportunities. The Three-Year Plan includes strategies for outreach and collaborative program development.

## **8. Student Support Services and Wraparound Needs**

Transportation, childcare, and guidance remain key barriers to participation and persistence. ETCN's response includes stronger wraparound services and expanded connections to social supports.

### **Driving Program Strategies with Data and Community Input**

These priorities are the result of extensive data analysis, regional trends, and direct feedback from students, partners, and employers. The assessment directly informs ETCN's expansion of dual enrollment and other transition strategies, ensuring more learners have clear pathways from adult education into college and careers. ETCN's Three-Year Plan is designed to address these needs through targeted investments, expanded programming, and ongoing engagement, ensuring adult education remains relevant and effective for North San Diego County.

## **Measuring Effectiveness and Progress Toward Meeting Regional Needs**

ETCN uses a systematic and data-driven approach to measure its progress in addressing the diverse needs of adult learners in North San Diego County. Progress is tracked through a combination of quantitative indicators and qualitative feedback, ensuring that both program outputs and student outcomes are captured.

Key local indicators include student enrollment, course completion rates, attainment of high school equivalency or certificates, transitions to postsecondary education or employment, and increased participation in accelerated learning programs such as dual enrollment and IET. Additional measures include student assessment scores, digital literacy gains, participation in short-term CTE training, and use of support services such as counseling or technology assistance.

Effectiveness in meeting needs related to living wage job attainment, digital access, and educational advancement is also measured through follow-up surveys with students and employers, analysis of job placement rates, and feedback collected at annual forums and community and business partner meetings. ETCN conducts quarterly data reviews using CAEP performance metrics and local data, which allows for timely identification of gaps, progress toward equity goals, and areas needing further investment. Special attention is given to monitoring progress among priority populations, including English learners, adults with

disabilities, immigrants and refugees, rural residents, and low-income learners. Disaggregated data is analyzed to ensure that outcomes are improving for those who have historically faced barriers to access and success.

In addition to standard CAEP indicators, ETCN tracks participation in accelerated and bridge programs, employer engagement in program development, and the rate of students transitioning to advanced education or skilled employment. Progress is reviewed regularly through leadership council meetings and shared with partners and other interested parties to foster accountability and guide strategic planning.

### **Further Context on Regional Needs and ETCN’s Approach**

North San Diego County presents a complex landscape of needs that reflects its diverse communities, workforce trends, and changing demographics. Many adults face challenges related to digital access, limited English proficiency, and barriers to stable employment. The region includes both urban centers and rural areas, resulting in gaps in transportation, access to educational facilities, and availability of support services. There are also significant populations of immigrants, refugees, and adults with disabilities who require targeted supports and specialized programming.

ETCN uses a collaborative, multi-method approach to understand and respond to these needs. The consortium gathers data through community surveys, student needs assessments, partner focus groups, and ongoing partner meetings. Employer input and labor market analysis help ensure that offerings align with current workforce demands, particularly in industries experiencing labor shortages or rapid change. Regular review of population demographic data, CAEP Fact Sheets, and regional plans ensures that programming stays relevant to community shifts and economic trends.

To address identified needs, ETCN is expanding access to technology and digital literacy instruction, increasing the number of short-term CTE pathways, and strengthening partnerships with local employers and community agencies. The consortium also invests in accelerated learning models and support services to improve persistence and transitions, such as dual enrollment opportunities, bridge programs, and integrated education and training. New outreach efforts target students in rural communities and those facing barriers related to transportation or childcare.

To address identified needs for college and career advancement, ETCN is expanding dual enrollment and transition services, enabling more adult learners to earn college credit and access postsecondary pathways while completing their adult school programs.

The unique needs of the region’s adult learners have prompted ETCN to prioritize flexibility in program delivery, offer more hybrid and online courses, and design services that address the full spectrum of barriers to success. The consortium remains committed to ongoing needs assessment and continuous improvement, using both data and direct feedback to ensure that resources are directed where they are most needed and that all adults in the region have meaningful pathways to education and career advancement.

---

## Section 3: Activities & Outcomes

### Objective #1: Address Educational Needs

#### Activity #1: [Continue to Assess Educational Needs of the Region](#)

The Education to Career Network (ETCN) will implement an annual, consortium-wide assessment cycle to evaluate the evolving educational and workforce needs of North San Diego County. This effort will be collaboratively led by Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School, with coordination by the Leadership Council and Operations Team under the primary leadership of Kathleen Porter.

Key deliverables include hosting an annual Business and Community Forum bringing together collaborators from business, education, and civic sectors; conducting regional meetings to address the unique needs of rural areas; and systematically aligning course offerings with regional labor market data to ensure that at least five short-term CTE programs reflect high-demand occupations. In response to access gaps identified through this process, ETCN will develop and launch at least two new online or hybrid course offerings designed to increase access for underserved or remote learners. Special attention will be placed on identifying systemic barriers faced by adult learners in rural communities, low-income neighborhoods, and marginalized groups.

This activity supports CAEP Objective 1: Address Educational Needs by ensuring that ETCN’s instructional programming remains highly responsive to local economic trends and community demographics. It is designed to positively impact critical CAEP metrics such as Participants, CTE enrollments, Short-Term CTE, Workforce Preparation, and Transition to Non-Developmental Credit College Course. It also addresses Student Barriers, including Low Income, Low Literacy, Long-Term Unemployed, and English Language learners.

Short-term outcomes will include hosting a Business and Community Forum with at least 50 participants, producing measurable feedback through surveys, strengthening rural collaborations to increase participation by 10%, and conducting a curriculum review to realign programs with at least five identified high-growth occupations. Intermediate outcomes will focus on expanding forum attendance by 20%, launching or revising at least three short-term CTE programs matched to labor market needs, and publishing at least two regional needs reports to guide future program development.

By continuously assessing needs and adapting service offerings accordingly, ETCN will strengthen its role as a key regional partner in economic mobility, academic achievement, and workforce readiness for traditionally underserved populations.

## Outcomes

### Short-Term Outcomes (12 Months)

- Hold 1 forum with at least 50 attendees representing business, education, and community organizations. Collect feedback through a post-event survey with 75% response rate.
- Continue the active collaborations with rural areas that are in place now and identify and remediate barriers in order to increase attendance rates by 10%.
- Review and update course offerings in alignment with regional plans; identify at least 5 high-demand occupations reflected in offerings.

### Intermediate Outcomes (1-3 Years)

- Increase forum attendance by 20% over 3 years and track number of actionable partnerships or initiatives launched as a result.
- Facilitate at least 2 regional planning meetings among rural districts.
- Publish a summary needs report.
- Launch or revise at least 3 short-term career education programs aligned with high-demand occupations and track enrollment/employment outcomes.

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: Workforce Preparation (124AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Activity #2: Build Overall Awareness of Adult Education in the Region**

The Education to Career Network (ETCN) will launch a comprehensive marketing and outreach initiative designed to significantly increase community awareness, program engagement, and student enrollment across the region. This initiative will be led collaboratively by Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School, with primary coordination by Stacey Adame, James Hayes, and Sharon Mah.

Key deliverables include finalizing and launching a regional marketing plan, quarterly updates to consortium websites and print/digital collateral, the formalization of at least five new partnerships, and the hosting of an annual partner engagement event to expand consortium visibility and collaboration.

This activity directly supports CAEP Objective 1: Address Educational Needs by improving public understanding of adult education opportunities and reducing access barriers for key populations. It is strategically designed to impact CAEP metrics such as Participants, Reportable Individuals, ABE, ASE, ESL, CTE, Short-Term CTE, Workforce Preparation, and Transition to Non-Developmental Credit College Course. It will also specifically address barriers for English Language Learners, Low Income, and Low Literacy adult learners.

Short-term outcomes include launching a targeted marketing campaign with three distinct strategies, updating all consortium digital and print materials quarterly, developing two new distance learning options, establishing five new partnerships, and hosting a new partner engagement event. Intermediate outcomes will focus on achieving a 20% increase in website traffic, growing enrollment in distance and short-term CTE programs, maintaining 15 active partnerships, and formalizing an annual partner engagement event with 80% positive feedback.

Expanding outreach and visibility will allow ETCN to increase service to priority student populations while strengthening transitions into career pathways and postsecondary opportunities.

## Outcomes

### Short-Term Outcomes (12 Months)

- Finalize and launch a marketing plan with at least 3 targeted strategies (e.g., digital, print, outreach events) and timelines.
- Update website content and print/digital materials quarterly, with input from at least 3 key audience groups (e.g., students, partners, staff).
- Develop and launch at least 2 new online or hybrid courses focused on serving remote or underserved communities.
- Establish 8 new partnerships.
- Host one new engagement event focused on expanding collaboration with partners; collect event feedback and follow-up actions.

**Intermediate Outcomes (1-3 Years)**

- Measure and report on campaign effectiveness annually with metrics such as reach, engagement, and student inquiries or enrollments.
- Track website analytics to achieve 20% increase in unique visits and maintain collateral aligned with audience needs (measured via annual feedback).
- Ensure 50% of consortium offerings are available in at least one distance learning format; monitor enrollment trends by region.
- Maintain and actively engage at least 15 partnerships with documented joint activities or shared resources supporting consortium objectives.
- Formalize at least one annual partner-focused event and show 80% satisfaction or intent to continue collaborating based on post-event evaluations.

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Student Barriers: Reported Cultural Barriers (147AE)
- Students and Programs: Adult Basic Education (1001)
- Students and Programs: Adult Secondary Education (1000)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Students and Programs: Workforce Preparation (124AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

## Activity #3: Develop and Implement Plan to Offer Adults with Disabilities Programs throughout the Region

The Education to Career Network (ETCN) will develop and implement a comprehensive regional plan to expand educational and workforce services for Adults with Disabilities (AWD). This initiative will be led by Palomar College and consortium Leadership Council Members, with Ute Maschke serving as the primary lead. The plan will focus on improving accessibility, participation, and career outcomes for AWD learners throughout the region.

Key deliverables include creating and publishing an AWD implementation plan, launching at least two pilot courses in year one, developing partnerships with community organizations to support internships and work experiences, and providing targeted instructor training for inclusive educational practices.

This activity advances CAEP Objective 1: Address Educational Needs by intentionally closing service gaps for Adults with Disabilities and other vulnerable populations. It supports key CAEP metrics including Participants, Adults with Disabilities, Short-Term CTE, Workforce Preparation, and Transition to Non-Developmental Credit College Course, while addressing Student Barriers such as Adults with Disabilities, Low Income, and Reported Cultural Barriers.

Short-term outcomes include publishing an AWD plan, launching two AWD-specific courses, and training at least five instructors in best practices. Intermediate outcomes over one to three years include establishing three disability support partnerships, achieving a 25% increase in AWD enrollment, and integrating internships into AWD pathways.

By creating inclusive education-to-employment models, ETCN will enable more adults with disabilities to achieve academic success and workforce participation, enhancing regional equity and economic opportunity.

### Outcomes

Short-Term Outcomes (12 Months)
<ul style="list-style-type: none"> <li>• Create and publish an Adults with Disabilities (AWD) implementation plan with clear milestones and timeline.</li> </ul>

**Intermediate Outcomes (1-3 Years)**

- Launch at least two AWD courses in the first year and track participation, accessibility features, and outcomes.
- By year three, implement tailored AWD courses and a corresponding internship/work experience program in collaboration with community partners.

**Adult Education Metrics and Student Barriers**

- All: Reportable Individuals (200AE)
- Students and Programs: Programs for Adults With Disabilities (1004)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Objective 2: Improve Integration of Services & Transitions**

**Activity #1: Continue and Strategically Expand Curriculum Alignment Efforts**

The Education to Career Network (ETCN) will expand multi-agency collaboration on curriculum alignment by strengthening and scaling Professional Learning Communities (PLCs) across the consortium. ESL and ASE instructors from all member districts (Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School) will participate, led by Pam Garramone.

Key deliverables include hosting at least three ESL PLC meetings annually (with two new districts participating), expanding the PLC model to include ASE instructors from three additional schools, and conducting consortium-wide advisory meetings with business partners in high-demand industry sectors.

This activity supports CAEP Objective 2: Improve Integration of Services and Transitions by building coherent pathways and better aligning instructional content with postsecondary and workforce demands. It focuses on impacting CAEP metrics such as Participants, Completed

Educational Functioning Level Gain, ASE, CTE, Short-Term CTE, and Transition to Non-Developmental Credit College Course. It addresses Student Barriers, including English Language Learner, Low Literacy, and Low Income, by ensuring clearer academic progression and career readiness.

Short-term outcomes will include expanding ESL and ASE PLC structures, establishing a quarterly PLC meeting schedule that engages at least 75% of ASE programs consortium-wide, and increasing advisory participation from industry sectors. Intermediate outcomes will aim for a 25% increase in PLC participation and a 50% increase in employer engagement over a three-year period.

Through expanded curriculum alignment and stronger business engagement, ETCN will create more integrated learning and career pathways that support student transitions to college and employment.

## Outcomes

### Short-Term Outcomes (12 Months)

- Hold at least 3 PLC meetings within 12 months, with participation from at least 2 new member districts.
- Expand the Pilot joint PLCs to include ASE instructors from at least 3 schools.
- Conduct 1 advisory committee meeting including representatives from at least 3 high-demand industry sectors.

### Intermediate Outcomes (1-3 Years)

- Achieve 25% increase in participating ESL instructors across the consortium within 3 years.
- Establish a quarterly PLC meeting schedule that includes at least 75% of ASE programs in the consortium.
- Increase industry partner participation by 50% over 3 years and collect feedback from at least 80% of attendees.

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: Adult Secondary Education (1000)
- Students and Programs: Career Technical Education (1003)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Activity #2: Continue to Assess and Improve Support Services Provided to Students**

The Education to Career Network (ETCN) will expand and formalize a regional approach to improving student support services, ensuring that all learners receive coordinated academic, career, and personal guidance. This work will be led by counselors, career advisors, transition specialists, and disability support counselors across all member districts, with primary coordination by Liz O’Shea-West and Julia Magallon.

Key deliverables include launching a new Community of Practice (CoP) focused on student services, with representatives from all member agencies; systematically collecting baseline data on student support usage and outcomes; and designing a shared dashboard to track the impact of services on student success. The initiative will focus heavily on sharing best practices for advising, career navigation, disability support, and case management, particularly for historically underserved students.

This activity supports CAEP Objective 2: Improve Integration of Services and Transitions by ensuring that critical wraparound services are consistently available across the region and aligned with instructional programming. It targets CAEP metrics such as Participants, Completed Educational Functioning Level Gain, Workforce Preparation, Short-Term CTE, and

Transition to Non-Developmental Credit College Course. It also addresses important Student Barriers such as Low Income, Low Literacy, English Language Learner, Homeless, and Single Parent status by removing structural barriers that impede persistence and transition.

Short-term outcomes will include launching the new student services CoP with three meetings in the first year, completing baseline data collection on service usage and outcomes from at least three member agencies, and beginning shared resource development. Intermediate outcomes will include full participation from all member districts in the CoP, widespread use of a regional dashboard or report template to track service effectiveness, and demonstrated increases in resource sharing and case management coordination across the consortium.

By strengthening the quality and availability of support services, ETCN will directly increase student persistence, credential attainment, and successful transitions into college and the workforce, particularly for vulnerable and marginalized adult learners.

## Outcomes

### Short-Term Outcomes (12 Months)

- Launch the new student services Community of Practice (CoP) with three meetings in the first year.
- Complete baseline data collection on service usage and outcomes from at least three member agencies.
- Begin development of shared student support resources.

### Intermediate Outcomes (1-3 Years)

- Achieve full participation from all member districts in the CoP.
- Implement widespread use of a regional dashboard or report template to track service effectiveness.
- Increase resource sharing and case management coordination across the consortium.

## Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Homeless (152AE)
- Student Barriers: Low Income (154AE)

- Student Barriers: Low Literacy (155AE)
- Student Barriers: Single Parent (159AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: Workforce Preparation (124AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

### Activity #3: [Continue to Promote Post-Secondary Transitions](#)

The Education to Career Network (ETCN) will continue strengthening pathways from adult education programs into postsecondary education by expanding coordinated transition services, cross-enrollment opportunities, and integrated counseling models. This work will be led by transition specialists, Palomar College counselors, and Palomar College leadership, in collaboration with transition staff at Escondido Adult School, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School. The primary lead will be Ute Maschke.

Key deliverables include hosting the annual "Paths to Palomar" events for adult school students, increasing the presence of Palomar College counselors at member districts, hosting regular transition workshops at all adult schools, and expanding the consortium's adult dual enrollment initiative (Palomar Priority Program) under SB 554.

This activity supports CAEP Objective 2: Improve Integration of Services and Transitions by directly increasing the number of students moving from adult education into postsecondary coursework. It focuses on impacting CAEP metrics such as Participants, CTE, ASE, Short-Term CTE, Workforce Preparation, and Transition to Non-Developmental Credit College Course. It also addresses Student Barriers, particularly for English Language Learners, Low Income, Long-Term Unemployed, and First-Generation College Students (captured under Cultural Barriers), by providing targeted support and clear pathways to postsecondary success.

Short-term outcomes will include hosting one "Paths to Palomar" event per semester with documented attendance and student survey feedback, expanding Palomar College counselor presence to at least 75% of member districts, delivering at least one postsecondary transition workshop per semester at 50% of adult schools, and introducing or expanding dual enrollment opportunities at three adult schools. Intermediate outcomes over one to three years will focus on increasing student attendance at transition events by 20%, establishing bi-monthly counselor sessions at all districts, achieving 80% action plan completion rates among transition workshop attendees, and growing dual enrollment participation by 30% consortium-wide.

By formalizing stronger academic transitions, ETCN will ensure that adult learners are better equipped to enter and succeed in credit-bearing postsecondary programs, improving educational attainment and long-term economic mobility across the region.

## Outcomes

### Short-Term Outcomes (12 Months)

- Host one Paths to Palomar event with documented attendance and student survey feedback.
- Expand Palomar College counselor presence to at least 75% of member districts.
- Deliver at least one postsecondary transition workshop per semester at 50% of adult schools.
- Introduce or expand dual enrollment opportunities at three adult schools.

### Intermediate Outcomes (1-3 Years)

- Increase student attendance at transition events by 20%.
- Establish bi-monthly Palomar counselor sessions at all member districts.
- Achieve 80% action plan completion rates among transition workshop attendees.
- Grow dual enrollment participation by 30% consortium-wide.

## Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)

- Student Barriers: Reported Cultural Barriers (147AE)
- Students and Programs: Adult Secondary Education (1000)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: Workforce Preparation (124AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

#### Activity #4: Continue to Promote Workforce Transitions

The Education to Career Network (ETCN) will continue to promote workforce transitions by cultivating strong, regionally responsive partnerships with employers, industry groups, and community organizations. This activity will be implemented by all six consortium members, Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School, with leadership from Career Advisors, the Partnerships Coordinator, and the Leadership Council. Daniel Barajas will serve as the primary lead.

Key deliverables include the annual Career and Education Showcase, development of 15 new business partnerships, and the launch of a Community of Practice (CoP) that brings together Career Advisors and employer-facing staff. This group will meet at least twice a year to share best practices in work-based learning, employer engagement, and integrating job-readiness instruction. ETCN will also organize at least one employer engagement event each year to support internship development and career pathway awareness.

This activity directly supports CAEP Objective 2: Improve Integration of Services and Transitions by strengthening direct pipelines from education to employment. It addresses CAEP metrics such as Participants, CTE, Short-Term CTE, Workforce Preparation, Employed in the 2nd Quarter After Exit, and Median Change in Earnings. It also targets key Student Barriers, including Low Income, Long-Term Unemployed, Homeless, Displaced Homemaker,

and Single Parent by enhancing students' job readiness and access to employment opportunities. By deepening collaboration with employers and standardizing workforce preparation strategies across member agencies, ETCN ensures that learners gain both the technical and soft skills needed to succeed in high-demand careers.

## Outcomes

### Short-Term Outcomes (12 Months)

- Host the annual Career and Education Showcase featuring at least 10 employers, 5 postsecondary programs, and 100 student attendees.
- Secure 8 new business partnerships and maintain engagement with existing partners.
- Conduct at least 2 Communities of Practice (CoP) sessions on integrating job readiness into instruction.
- Host one employer engagement event with a minimum of 5 businesses focused on internships or work-based learning opportunities.

### Intermediate Outcomes (1-3 Years)

- Increase student attendance at the Career and Education Showcase by 10% and achieve 85% participant satisfaction based on surveys.
- Expand business partnerships by 20% and track employer involvement in events, internships, and student placements.
- Implement a regional career awareness and job-readiness integration toolkit adopted by at least 75% of instructors.
- Establish a minimum of 15 new internships or structured work-based learning opportunities for students.

## Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: Displaced Homemaker (148AE)
- Student Barriers: Homeless (152AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Single Parent (159AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: Workforce Preparation (124AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

### Activity #5: Continue and Expand the Digital Badging Project

The Education to Career Network (ETCN) will continue expanding its digital badging initiative to validate student skills, promote career readiness, and increase credential attainment. Led by the Technology Integration Specialist, instructors, and career education faculty across Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School, the project will be coordinated by Matt Rhoads.

Key deliverables include implementing digital badging in at least four Career Technical Education (CTE) program areas, onboarding at least two additional members not currently participating in digital badging, and developing and validating measurable criteria to consistently award badges across programs.

This activity supports CAEP Objective 2: Improve Integration of Services and Transitions by offering tangible, employer-recognized microcredentials that enhance students' employability and facilitate smoother transitions into the workforce or advanced education. It impacts CAEP metrics such as Participants, CTE, Short-Term CTE, Workforce Preparation, Postsecondary Credential, and Transition to Non-Developmental Credit College Course. It also addresses Student Barriers, including Low Income, Low Literacy, and Long-Term Unemployed, by offering immediate proof of skills achievement, enhancing competitiveness in both education and job markets.

Short-term outcomes include issuing at least 100 digital badges across four CTE program areas, onboarding two new members into the digital badging platform, and developing measurable criteria for at least two badge categories. Intermediate outcomes over one to three years will focus on expanding digital badging to six CTE areas consortium-wide, achieving 100% member district participation, and finalizing a consortium-wide badging rubric adopted consistently across all programs.

By scaling the digital badging initiative, ETCN will help adult learners receive immediate recognition of their skills, improve transitions into higher education and employment, and enhance employer engagement in validating adult education outcomes.

## Outcomes

### Short-Term Outcomes (12 Months)

- Issue at least 100 digital badges across four CTE program areas.
- Onboard two new member districts into the digital badging platform.
- Develop measurable criteria for at least two badge categories.

### Intermediate Outcomes (1-3 Years)

- Expand digital badging to six CTE areas consortium-wide.
- Achieve 100% participation from all member districts in digital badging.
- Finalize and adopt a consortium-wide badging rubric across all programs.

## Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: Workforce Preparation (124AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Activity #6: Expand Support for Student Internships and Work-Based Learning Opportunities**

The Education to Career Network (ETCN) will expand opportunities for adult learners to participate in internships, job shadowing, and work-based learning (WBL) experiences that enhance career readiness and support direct transitions to employment. This activity will be implemented by all consortium members, Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School, and led by the Partnerships Coordinator, Career Advisors, and the Leadership Council. Kathleen Porter and Sharon Mah will serve as primary leads.

Key deliverables include delivering job-readiness workshops at multiple consortium sites, providing professional development for instructors to integrate career awareness and employability skills into their teaching, and developing partnerships that lead to structured work-based learning (WBL) placements. These activities will emphasize the connection between classroom learning and real-world application, ensuring that students are equipped with both technical and soft skills needed to succeed in the regional workforce.

This activity directly supports CAEP Objective 2: Improve Integration of Services and Transitions by embedding real-world learning experiences within the adult education system. It is designed to advance CAEP metrics, including Participants, CTE, Short-Term CTE, Workforce Preparation, Employed in the 2nd Quarter After Exit, and Median Change in Earnings. The activity also addresses critical Student Barriers, including Low Income, Long-Term Unemployed, Homeless, Displaced Homemaker, and Single Parent, by providing students with the preparation and access needed to enter or reenter the workforce confidently and competitively.

**Outcomes**

Short-Term Outcomes (12 Months)
<ul style="list-style-type: none"> <li>● Offer at least one job-readiness workshop at three member districts, with content focused on workplace expectations, resume building, and interview skills.</li> <li>● Deliver two professional development sessions on career integration, reaching a minimum of 25 instructors.</li> <li>● Begin identifying and formalizing internship and WBL placement processes in collaboration with business partners.</li> </ul>

**Intermediate Outcomes (1-3 Years)**

- Conduct quarterly job-readiness workshops at all member sites, reaching at least 500 students annually.
- Achieve a 75% implementation rate among instructors for soft skills and career readiness integration in course content.
- Establish and maintain at least 15 formal WBL or internship partnerships, with tracking of student participation and employer feedback.
- Develop and disseminate a regional WBL resource toolkit for students and staff.

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: Workforce Preparation (124AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Objective 3: Improve Effectiveness of Services**

**Activity #1: Continue Implementing a Quarterly Goal and Data Review Practice**

The Education to Career Network (ETCN) will sustain and enhance its consortium-wide practice of using data and goal reviews to drive decision-making, improve accountability, and strengthen program effectiveness. This activity will be carried out by Leadership Council members, the Data Manager, Operations Team, and common positions across all member districts, with primary leads Stacey Adame and Nathaniel Stowell.

Key deliverables include conducting at least two consortium-wide and one district-level data dialogue sessions per district annually, holding an annual planning meeting to evaluate progress and identify next year's priorities, collecting data on shared staffing positions and student experiences, and conducting a consortium-wide effectiveness survey. These efforts will establish a regular rhythm of data-informed reflection, linking strategy to performance and ensuring continuous quality improvement.

This activity supports CAEP Objective 3: Improve Effectiveness of Services by embedding a systematic and collaborative approach to evaluating outcomes, surfacing gaps, and reallocating resources in response to real-time student and program data. It directly supports CAEP metrics, including Participants, Completed Educational Functioning Level Gain, Workforce Preparation, Short-Term CTE, Diploma, GED, or Equivalency, and Transition to Non-Developmental Credit College Course. It also helps track impact on Student Barriers such as Low Literacy, Low Income, Long-Term Unemployed, and Single Parent populations.

Short-term outcomes will include hosting at least two consortium-wide and six district-level data dialogues within the first year, conducting an annual planning retreat with 100% member representation, and surveying staff on the effectiveness of shared positions. Intermediate outcomes will include 100% district participation in quarterly data dialogues, implementation of at least two major improvements based on findings from annual surveys or planning sessions, and completion of at least 80% of goals identified in each year's work plan.

By strengthening shared accountability and institutionalizing reflective practice, ETCN will ensure its programs evolve responsively and equitably, meeting the needs of both learners and local workforce demands.

## Outcomes

### Short-Term Outcomes (12 Months)

- Host at least two consortium-wide and six district-level data dialogues.
- Conduct an annual planning retreat with 100% member representation.
- Survey staff on the effectiveness of shared positions.

**Intermediate Outcomes (1-3 Years)**

- Achieve 100% district participation in quarterly data dialogues.
- Implement at least two major improvements based on findings from annual surveys or planning sessions.
- Complete at least 80% of goals identified in each year’s work plan.

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Students and Programs: Career Technical Education (1003)
- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Activity #2: Provide Targeted Professional Development Opportunities that are Aligned with Overall Consortium Goals**

The Education to Career Network (ETCN) will provide targeted professional development (PD) and technical assistance aligned with consortium-wide goals, staff-identified needs, and emerging educational priorities. This activity will be led by the Leadership Council, Operations Team, and instructional support staff across all member agencies, Escondido, Palomar, Poway, Ramona, San Marcos, and Vista, with primary coordination by Ute Maschke, Kathleen Porter, and Matt Rhoads.

Key deliverables include offering at least three consortium-wide professional development (PD) sessions annually, developing and updating a formal professional development plan, continuing region-wide technology and instructional coaching, and maintaining a centralized EdTech website to house resources and training archives. Annual student and staff surveys, CAEP priorities, and regional workforce needs will inform professional development (PD) topics. They may include trauma-informed instruction, digital literacy, contextualized learning, and workforce integration.

This activity supports CAEP Objective 3: Improve Effectiveness of Services by directly investing in staff knowledge, instructional quality, and cross-agency alignment. It impacts CAEP metrics such as Participants, Completed Educational Functioning Level Gain, CTE, ASE, Workforce Preparation, Transition to Non-Developmental Credit College Course, and Postsecondary Credential. It also addresses barriers such as Low Literacy, Limited Digital Access, English Language Learners, and Low Income, as educators are better prepared to support diverse learners through differentiated and equitable practices.

Short-term outcomes will include delivering three or more PD sessions based on identified needs, publishing an updated PD Plan with timelines and goals, delivering tech coaching to at least 75% of instructors, and updating the EdTech website quarterly. Intermediate outcomes will include achieving an 80% satisfaction rate among PD participants, annual completion of at least 75% of PD goals, year-over-year growth in coaching participation, and 85% of website users reporting that resources are helpful.

By investing in continuous learning for faculty and staff, ETCN will ensure instructional practices stay current, student supports improve, and the consortium remains responsive to evolving educational and workforce demands.

## Outcomes

### Short-Term Outcomes (12 Months)

- Deliver three or more professional development sessions based on identified needs.
- Publish an updated PD Plan with timelines and goals.
- Provide tech coaching to at least 75% of instructors.
- Update the EdTech website quarterly.

## Intermediate Outcomes (1-3 Years)

- Achieve 80% satisfaction rates among PD participants.
- Complete at least 75% of PD goals annually.
- Demonstrate year-over-year growth in coaching participation.
- Ensure 85% of website users report EdTech resources as useful.

## Adult Education Metrics and Student Barriers

- All: Participants (202AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: English Language Learner (149AE)
- Student Barriers: Reported Cultural Barriers (147AE)
- Students and Programs: Adult Basic Education (1001)
- Students and Programs: Adult Secondary Education (1000)
- Students and Programs: Career Technical Education (1003)
- Students and Programs: English as a Secondary Language (1002)
- Students and Programs: Programs for Adults With Disabilities (1004)
- Students and Programs: Workforce Preparation (124AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Success: Postsecondary Credential (624AE)
- Transition: Transitioned to ASE (500AE)
- Transition: Transitioned to CTE (636AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

### **Activity #3:** Revisit and Renew Commitments to Consortium Structures that Support Collaboration and Data Sharing

The Education to Career Network (ETCN) will revisit and update the foundational structures that guide collaboration, decision-making, and accountability across the consortium. This activity will be led by the Leadership Council, with participation from all member districts, Escondido Adult School, Palomar College, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School. Liz O’Shea-West will serve as the primary coordinator.

Key deliverables include hosting a special planning meeting with full Leadership Council participation to review and revise existing governance documents such as Memorandums of Understanding (MOUs), consortium decision-making protocols, and operational procedures. Additionally, the consortium will revise and distribute an updated Leadership Council Handbook and formalize onboarding and training protocols for new members.

This activity supports CAEP Objective 3: Improve Effectiveness of Services by strengthening the internal capacity of the consortium to operate transparently, efficiently, and in alignment with its strategic goals. It promotes shared responsibility, improves institutional memory, and ensures that new leaders understand consortium commitments. Indirectly, it supports CAEP metrics such as Participants, Reportable Individuals, Workforce Preparation, and Diploma, GED, or Equivalency by reinforcing systems that govern the quality and consistency of services. It also helps address student barriers such as Low Income, Single Parent, and Cultural Barriers, by fostering better cross-agency coordination in service planning and delivery.

Short-term outcomes include holding one consortium-wide governance review meeting with 100% Leadership Council attendance, updating at least two formal documents, and distributing the revised Leadership Council Handbook. Intermediate outcomes will include full implementation of an onboarding process for new leaders and a biennial governance review process, with documentation of updates and training completions.

By reinforcing governance structures, ETCN will ensure continuity, accountability, and stronger collaboration, key factors in delivering effective and equitable services across its diverse regional network.

**Outcomes**

Short-Term Outcomes (12 Months)
<ul style="list-style-type: none"> <li>• Hold one consortium-wide governance review meeting with 100% Leadership Council attendance.</li> <li>• Update at least two formal governance documents.</li> <li>• Distribute the revised Leadership Council Handbook.</li> </ul>

Intermediate Outcomes (1-3 Years)
<ul style="list-style-type: none"> <li>• Fully implement an onboarding process for new leaders.</li> <li>• Establish a biennial governance review process with documented updates and training completions.</li> </ul>

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- All: Reportable Individuals (200AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Reported Cultural Barriers (147AE)
- Success: Diploma, GED or High School Equivalency (633AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

**Activity #4: Improve Student Follow-Up and Communication Across the Consortium**

The Education to Career Network (ETCN) will develop and implement a consistent, consortium-wide approach to student follow-up and communication to support persistence, transition, and re-engagement. This activity will be led by counselors and transition specialists

from all member districts, Escondido, Palomar, Poway, Ramona, San Marcos, and Vista, with primary coordination by Liz O’Shea-West and Julia Magallon.

Key deliverables include forming a working group of cross-agency staff to identify and compile best practices for student outreach, designing customizable communication templates (e.g., phone scripts, email messages, re-engagement texts), and producing a comprehensive student follow-up toolkit. The toolkit will be shared across the consortium to improve consistency in how students are supported and re-engaged during enrollment gaps, term transitions, and upon program exit.

This activity supports CAEP Objective 3: Improve Effectiveness of Services by improving learner retention, persistence, and successful outcomes. It directly impacts CAEP metrics such as Participants, Completed Educational Functioning Level Gain, Transition to Non-Developmental Credit College Course, Workforce Preparation, and Diploma, GED, or Equivalency. It also addresses Student Barriers, including Low Literacy, Low Income, Long-Term Unemployed, Single Parent, and Homeless, who often require additional support and personalized outreach to persist in education.

Short-term outcomes will include identifying at least four staff members from across the consortium to lead toolkit development, compiling promising practices, and developing draft templates for use across all six member districts. Intermediate outcomes will include full distribution and implementation of the toolkit consortium-wide, and year-over-year improvements in student follow-up completion rates. Toolkit usage and effectiveness will be reviewed annually based on staff feedback, usage tracking, and student retention metrics.

By improving how adult learners are contacted, supported, and brought back into the system after breaks or disruptions, ETCN will improve student persistence, transitions, and completion rates, particularly for those with the greatest risk of dropping out.

## Outcomes

Short-Term Outcomes (12 Months)
<ul style="list-style-type: none"> <li>● Identify at least four staff members to lead toolkit development.</li> <li>● Compile promising student follow-up practices.</li> <li>● Develop draft communication templates for use across all six member districts.</li> </ul>

**Intermediate Outcomes (1-3 Years)**

- Fully distribute and implement the toolkit consortium-wide.
- Achieve year-over-year improvements in student follow-up completion rates.
- Annually review toolkit usage and effectiveness based on staff feedback, usage tracking and student retention metrics.

**Adult Education Metrics and Student Barriers**

- All: Participants (202AE)
- Progress: Completed Educational Functioning Level Gain (400AE)
- Student Barriers: Homeless (152AE)
- Student Barriers: Long Term Unemployed (153AE)
- Student Barriers: Low Income (154AE)
- Student Barriers: Low Literacy (155AE)
- Student Barriers: Single Parent (159AE)
- Students and Programs: Workforce Preparation (124AE)
- Success: Diploma, GED or High School Equivalency (633AE)
- Transition: Transitioned to Non-Developmental Credit College Course (637AE)

Responsible Position	Responsible Member	Proposed Completion Date
Principal	Escondido Adult School	June 30, 2028
Director	Palomar College	June 30, 2028
Executive Director	Poway Adult School	June 30, 2028
Principal	Ramona Adult School	June 30, 2028
Principal	San Marcos Adult School	June 30, 2028
Principal	Vista Adult School	June 30, 2028

## Section 4: Fiscal Management

### Alignment with Three-Year Plan

The Education to Career Network (ETCN) has structured its 2025–26 annual plan and budget to align directly with the strategic objectives and long-term priorities in its Three-Year Plan. All expenditures are focused on expanding access, promoting equity, improving program effectiveness, and strengthening connections with local workforce and educational partners. Budget decisions are informed by regional needs assessments and regular stakeholder input, ensuring the plan remains responsive to changing community needs.

#### **Investing in Access and Equity**

A major share of resources supports expanded instructional programs and flexible delivery methods, such as hybrid and online courses. Investments target removing barriers for underrepresented and high-need populations, including adults with disabilities, English language learners, rural residents, and those facing poverty or unemployment. Funds will be used to develop more short-term CTE pathways and increase digital literacy, directly responding to needs identified in regional data.

#### **Strengthening Student and Staff Support**

Consistent with ETCN's Three-Year Plan, the annual budget provides for enhanced student support services, including counseling, advising, and wraparound assistance. Additional funds support hiring in critical areas such as ESL and CTE and provide ongoing professional development and credentialing for faculty and staff. These investments help ensure ETCN can implement best practices and adapt to changing needs.

#### **Advancing Program Quality and Innovation**

Budgeted allocations fund key innovation strategies, including expansion of digital badging, development of bridge and accelerated learning programs, and new work-based learning and internship opportunities. These efforts are designed to open tangible pathways to living wage employment and higher education, contributing to both student and regional economic success.

## **Promoting Partnerships and Community Engagement**

Resources are dedicated to building partnerships with employers, workforce boards, postsecondary institutions, and community agencies. These funds enable ETCN to promote seamless transitions, increase employer involvement in curriculum and job placement, and coordinate services across agencies as outlined in the Three-Year Plan.

## **Enhancing Data, Accountability, and Facilities**

ETCN is committed to using data for continuous improvement, with funds supporting program assessment, data reviews, and infrastructure upgrades. Technology and facility investments ensure all learning environments are safe and modern. Shared dashboards and ongoing tracking allow ETCN to monitor progress and adjust resource allocation as needed.

## **Fiscal Responsibility and Flexibility**

ETCN manages its resources to support both innovation and sustainability. Carryover funds are used strategically to launch new initiatives or address priorities as they emerge, while regular monitoring guarantees compliance and the effective use of all allocations.

## **Strategic Alignment for Sustainable Growth**

Every element of the 2025–26 budget is intentionally linked to the priorities and activities set forth in ETCN’s Three-Year Plan. This alignment supports sustainable growth, ongoing quality improvement, and a continued focus on meeting the evolving needs of North San Diego County’s adult learners.

## **Approach to Incorporating Carryover Funds**

ETCN closely monitors carryover funds from previous years. In accordance with Education code §84914, the consortium places strong emphasis on keeping carryover balances below 20 percent and ensuring that any excess funds are allocated promptly to support current priorities. If projected carryover exceeds the allowable threshold, ETCN works with member agencies to accelerate spending on high-impact projects that directly address regional and student needs.

At the start of each fiscal year, the fiscal agent reviews member budgets and anticipated carryover. Consortium leadership then meets with all member agencies to plan for the strategic use of these funds, ensuring alignment with ETCN’s Three-Year Plan and the three CAEP legislative objectives.

## Priorities for Carryover Funds

- **Addressing Educational Needs:**

Carryover is prioritized for one-time investments that expand access or reduce barriers, such as launching new short-term CTE or ESL courses, piloting flexible or hybrid learning options, expanding digital literacy resources, or targeted outreach and recruitment for high-need student groups.

- **Improving Integration and Transitions:**

Funds may support the development or expansion of dual enrollment and bridge programs with Palomar College, enhance shared data systems to monitor student progress, or provide professional development and Communities of Practice focused on seamless pathways from adult education to college and careers.

- **Enhancing Effectiveness of Services:**

Carryover resources are directed toward improving and expanding student support services, such as counseling, advising, transition support, or case management. Additional priorities include increasing access to digital badging, strengthening wraparound supports, and scaling practices that promote student persistence, completion, and equitable outcomes across the consortium.

ETCN's planning and fiscal oversight ensure that all proposed uses for carryover funds are carefully reviewed for impact, sustainability, and strategic alignment. The consortium maintains regular communication with member agencies regarding allowable expenditures and timelines, with quarterly meetings dedicated to tracking progress and compliance. This approach allows ETCN to remain flexible, responsive, and accountable while focusing resources where they will make the greatest difference for adult learners in North San Diego County.

## Planned Use of Allocated Funds for the 2025–26 Program Year

The Education to Career Network (ETCN) is focused on using its funding to support high-impact programs and services for adult learners across North San Diego County. All allocations for the upcoming year are designed to advance key consortium goals and address changing community needs.

## **Funding Programs and Staff**

A large share of the budget is dedicated to developing new adult education programs and supporting existing ones, especially in areas such as short-term Career Technical Education, English as a Second Language, and adult secondary education. Allocated funds help recruit and retain quality teachers and support staff, ensuring stability and expertise across all member agencies.

## **Improving Student Learning and Support Services**

Investments will directly enhance student learning through updated curriculum, new instructional materials, and teaching technology. ETCN will expand wraparound services, such as counseling, advising, and targeted support for groups including adults with disabilities and English learners. Outreach and case management efforts will connect more students to needed resources.

## **Investing in Technology and Facilities**

ETCN prioritizes technology upgrades and facility improvements to ensure modern, effective learning environments. Funding will be used for new equipment, software, and classroom enhancements, including digital platforms that support hybrid and online instruction and increase access for all students.

## **Strengthening Marketing, Outreach, and Partnerships**

Part of the budget is devoted to marketing and outreach, raising awareness of ETCN's programs and driving enrollment. Efforts will also focus on forming new partnerships with employers, workforce agencies, and community groups, with special attention to reaching underserved populations and promoting available training programs.

## **Enhancing Professional Development and Resources for Staff**

Ongoing staff development remains a priority. Funds will provide professional learning opportunities in areas such as instructional technology, equity, and culturally responsive practices, ensuring staff are prepared to meet diverse student needs.

## **Purchasing Equipment, Materials, and Software**

Additional resources will support the purchase of program materials, instructional equipment, and software for both students and staff. These investments are critical for curriculum delivery, assessment, and daily operations.

### **Supporting and Strengthening Ongoing Activities**

Continued funding for ongoing adult education programs helps maintain service stability. ETCN will also reinforce proven initiatives, such as digital badging, work-based learning, and integrated education and training.

### **Maintaining and Improving Facilities**

Funds are set aside for maintenance and upgrades to learning spaces, supporting both student engagement and overall program quality.

### **Maximizing Impact Through Thoughtful Investment**

All expenditures are aligned with ETCN's mission and Three-Year Plan. The consortium's budgeting approach values flexibility, strategic investment, and responsiveness, ensuring continued progress toward expanding opportunity, promoting equity, and supporting adult learner success throughout the region.