

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 24, 2018, 2:41 PM UTC Action Taskman

20 San Diego East Region Adult Education

Plans & Goals - Consortium Approved

Executive Summary

We are focused on Education That Works/Transitions That Matter, further implementing and expanding an innovative, aligned system that supports the communities of East San Diego County. Our members have been embracing change, and ERAE students have noticed the changes: They can choose from several learning pathways with multiple entry and exit points; experience more career and college contextualized education in the classroom; and have access to holistic, personalized transition and support services that often start even before they are registered for specific classes. Education That Works/Transitions That Matter means expanding effective and 'just-in-time' learning opportunities that meet the diverse and changing needs of our adult students in an agile manner; it means alignment of efforts for equitable career pathways that support all students in reaching their full potential. -We designed a model for non-academic and personal support services available to all students in all consortium programs. All students entering consortium programs connect with a transition specialist through a medium of their choice; all students can meet with a college admissions and career counselor once a week; and all students have the option to participate in monthly, targeted college & career field trips. -Through braided transition and student services, we supported 81 students in matriculating directly into credit-bearing, transferable college courses. Advocacy on behalf of our adult students led to eligible students being accepted into College Promise programs. -GAE signed an articulation agreement with Grossmont College for "Medical Terminology." The Health Occupation Center consistently delivers high-quality training with a completion and certification rate of > 87%. -We aligned academic calendars across consortium members. This provides students with an additional opportunity to access supplemental classes. The alignment affords consortium members opportunities in joint professional development. -Outreach efforts and successes include a social media presence with more than 300,000 Twitter connections and more than 450,000 instances of LinkedIn engagement. We will: -Develop 2 career pathways in the Mt. Empire region; -Streamline matriculation & development of pathways to increase the number of students who acquire certificates, or specific skills for in-demand jobs; -Continue Adult Ed workgroups as part of college presidents' leadership council; -Strengthen curricula

Regional Planning Overview

In March 2018, the consortium initiated the planning process for the next 3 years with an "ERAE2020 Kickoff Summit." The summit brought together 87 partners and stakeholders who made recommendations toward future priorities and a new mission statement. A steering committee and 6 task forces were formed to explore and expand on the initial recommendations: -Develop clear training and education options and paths for all students, in alignment with regional needs for skilled workers; - Strengthen curricula through the integration of best practices for personalized learning (acceleration, dual enrollment, student centeredness); -Establish a sustainable learning & working/professional development environment for consortium members, teachers, and staff; -Establish the position of Business Engagement Coordinator to ensure consistent collaboration with and support for employers across educational and training institutions. -Develop a concrete partnership with San Diego and Imperial Counties Regional Consortium. -Develop data protocols and routines across educational institutions. -Improve the students' overall experience (ROI) through student-centered services, personalized training, clear measurements of effectiveness. Task forces' initial reports set timelines for short-term results and mid-range outcomes and include strategies and action items that will be piloted in 2018. A steering committee and manager will be guiding the planning process in collaboration with the task forces. Task forces include consortium members and community partners and stakeholders and will operate in an as-needed, agile manner. While partnerships and community engagement were barely established during the original planning process, we can now design a strategic plan based on a network of regional partners and key players and stakeholders in the community. One such strategic partnership will bring together the SDWP and the region's five Adult Ed Program consortia. We now plan as a community and make decisions based on environmental scans, labor market research, and data analysis provided by the San Diego and Imperial Counties Regional Consortium, and data aggregated in TopsPro. Our ERAE2020 planning benefits from the statewide discussion on how we will

facilitate learning in the future; we are much more focused on contextualized education, alignment with workforce development initiatives, and adult education as one crucial strategy to help the members of our communities to succeed.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Education and training programs are disconnected from workforce development and placement into employment efforts facilitated through AJCCs. Especially for our non-traditional adult learners, we have yet to find sustainable solutions to the question, “What happens after course completion, graduation, or certification?” The need remains to braid services for CalWorks and other public benefits recipients (overcoming poverty in a region where nearly 25% of families live in poverty).

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

Data collected through SANDAG, San Diego Workforce Partnership (SDWP), Grossmont Adult Education database, and monthly reports San Diego Refugee Forum/HHSA County of San Diego. Also, Launchboard does not track any CTE programs housed under K-12 adult education. Reports from AJCCs cannot be accessed sufficiently.

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

Successful completion of certificate or credential programs; Number of certificates recognized by regional businesses; Increased rates of guided student pathways, training classes and of transition into college or career (This includes new training opportunities for ELLs that focus on prior learning and capacity (and shift away from use of a deficit model), and begin to align AEP and WIOA planning. “Vocational ESL for Medical Professions” is a competency-based, non-medical course that combines language and study skills development for career preparation in the healthcare field. The course may be taken prior or concurrently with enrollment in health occupation programs at Grossmont Adult Education’s Health Occupations Center or at Grossmont College. “CompTIA IT Fundamentals and A+ Training” will prepare ELL students with professional experience in IT for certification and college entry(; CASAS assessment scores; Technology-based information collection/retention system; Ongoing qualitative and quantitative research to monitor and refine successful collaboration with public assistance providers (e.g., Fresh Fund/SNAP benefits, CalWorks programs, Title I and II workforce services plus bundled services, etc.); Comparison of key outcomes (# that enter training, exit, certificate/credential attainment, entered employment, retention, wage increases) across stakeholders and the region through data dialog with SDWP; Career Center/ Job Centers of California (AJCC); Strong Workforce.

Regional Need #2

Gaps in Service / Regional Needs

Partners in more remote areas of the consortium are not aware (enough) of or do not have (enough) access to existing education & training programs. Our consortium’s area has experienced significant population growth in two of its communities. Responses to those changes might not meet the needs of the communities effectively enough. We need to offer more flexible CTE programs, foster centralization & coordination of services, develop pre-apprenticeship programs, and align program offerings.

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

SDWP data on open job positions compared to rates of unemployment reported (SANDAG); ECEDC; ECCC; reports from apprenticeship programs; Data reports available through Doing What Matters.

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

DWP data on open job positions compared to rates of unemployment reported (SANDAG); San Diego East County Economic Development Council; East County Chamber of Commerce; Surveys to measure success of outreach and marketing campaigns; Student utilization of support services; Student cohort persistence rates; Extended reporting of measurable skill gains (WIOA titles); Completion rates of program and entrance into workforce (data collected through retention and

attendance system, and Perkins and WIOA); Assessments across consortium members and across regional initiatives, such as Guided Pathways and Strong Workforce.

Regional Need #3

Gaps in Service / Regional Needs

A unified data tracking and sharing system does not exist. We need to be able to respond to needs as they change and in real time. The lack of a unified system also weakens our ability to follow up with students once they have left consortium programs.

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

Widely-recognized lack of shared data-culture (e.g., CLASP – AEBG report). Currently we do not have systems capable of communicating across consortium members.

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

Data systems will allow students and education providers to access records “live” and track progress across systems. Implementation of data-driven decisions toward strategic investment.

Regional Need #4

Gaps in Service / Regional Needs

Currently, regional needs for skilled workers cannot be met. A significant number of students do not pass the hiring process. In addition, at a time when apprenticeship programs are growing, not enough students are ready to join them. There is a need to close certificate gap (higher demand for certification than certification programs available).

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

San Diego East County Economic Development Council (ECEDC); East County Chamber of Commerce (ECCC); Doing What Matters studies.

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

Number of certificates recognized by regional businesses; Number of program completers; Consistent introduction of benchmarks; Evidence- and outcomes-based practices across systems, measured through career and skills assessment tools (some already used by AJCC); Extended reporting of measurable skill gains (WIOA titles); Completion rates of program and entrance into workforce

Regional Need #5

Gaps in Service / Regional Needs

The credentialing system for adult education in California is/remains in need of reform. A lack of reciprocity hinders streamlining of adult education and, ultimately, student success.

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

LAO reports; K-12 and Community College policies and regulations; AEP reports

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

Establishment of a consistent fee policy; uniform per-student funding rate; rate and level of coordination of all adult education providers with adult education consortium; setting milestones for the alignment of assessment and student placement policies.

Gaps In Service

New Strategies

Strategy #1

Expand hybrid classes and develop innovative approaches that use accelerated learning strategies and technology to braid skills training with language acquisition and development of academic competencies. Collaborate with refugee resettlement agencies (IRC, CC, AAA) and CalWorks service providers.

Strategy #2

Expand CTE options that lead to at least one certificate, and allow students to gain work-readiness skills that prepare for job-placement services at the career center. Successful completion of such classes at GAE will meet the entrance requirements for more than 10 CTE programs at the college district. Alignment of exit and entrance requirements for pre-CTE certificate and CTE certificate programs; Establish a cross-system database for regionally recognized certificates

Strategy #3

Align program areas and develop solid understanding of employment environments and student needs; Create a position for a business engagement coordinator to ensure pro-active participation in advisory boards and development of targeted employment opportunities; Align pre-apprenticeship programs with more than one registered apprenticeship program; Develop externships and internships for a spectrum of career training classes; connect students to employment

Strategy #4

Establish a unified system for professional development, strategic planning, and measurements of effectiveness

Strategy #5

Develop data sharing agreements and explore options for shared student data information systems

Strategy #6

Conduct a study comparing student and community demographics and needs to identify cohorts of potential students that the college is not reaching.

Strategy #7

Create academic maps detailing the scope and sequence of courses required to complete a certification or gain measurable skills efficiently.

Strategy #8

Review and expand opportunities for dual enrollment for GAE and MEUSD students in GCCCD programs Include GAE and MEUSD students in GCCCD CTE pathway designs.

Strategy #9

Utilize student retention and early alert system, and promote data-driven decisions making process.

Strategy #10

Develop support services tailored to adult students with visible and invisible disabilities .

Strategy #11

Improve overall outreach and marketing.

Seamless Transitions

New Strategies

Strategy #1

Align assessment approaches across consortium. Partner on introduction and application of multiple measures.

Strategy #2

Develop greater connectedness between programs within member sites and across services. Utilize paths into CTE programs offered at the four other regional consortia. Design decision trees that allow a student to understand and take ownership of training and career options.

Strategy #3

Re-evaluate and newly organize program and course structures, funding, and locations in more remote areas of Mt. Empire.

Strategy #4

Expand hybrid classes and develop innovative approaches that use accelerated learning strategies and technology to braid skills training with language acquisition and development of academic competencies. Collaborate with refugee resettlement agencies (IRC, CC, AAA) and CalWorks service providers. Implement IET and VESL classes.

Strategy #5

Further implement individualized transition maps for all GAE students. Students follow an individualized transition map developed, documented, and regularly reviewed together with an assigned Transition Specialist, who accompanies the student from entrance to graduation, to matriculation, or through transitions. Provide additional training to help teachers use the map as a collaborative tool. Make maps part of inventory of student support. Integrate orientation and goal-planning into all classes

Strategy #6

Increase role and visibility of support and transition services, for overall program success. Develop understanding of importance of “front-loading” and initial introduction of transition services.

Strategy #7

Review existing CTE pathways for their sustainability and develop at least two new pathways in response to changing needs in the community. Collaborate with SDWP on industry needs and employer expectations. Utilize tools that allow for personalized learning approaches (e.g., Career Coach, LinkedIn Learning)

Strategy #8

Offer managed enrollment classes throughout the day, week, and year, and online or through blended learning opportunities. Assess current managed enrollment classes to open enrollment for measurement of success/retention/completion rates.

Strategy #9

Support instructors in developing activities that integrate principles of adult learning, and develop new tools for assessment of prior learning especially for older and working students.

Strategy #10

Set up a technical assistance program on curriculum development (with the adult learner in mind) and assessment; directly work with OTAN and AEP TAP.

Strategy #11

Facilitate regional coordination to address CTE opportunities that lead to sustainable employment, Develop new regional tools for assessment of business needs. Convene industry-partners and establish more certification recognized state-wide.

Strategy #12

Align benchmarks and rubrics for ABE/ASE programs at GAE with ESL, Math, and English departments (task force is active).

Strategy #13

Utilize student retention and early alert system, and promote data-driven decisions making process.

Strategy #14

Create a student advisory council.

Student Acceleration

New Strategies

Strategy #1

Design and implement accelerated CTE classes that include new assessment tools and don't separate language acquisition from skills/job training.

Strategy #2

Review existing ESL multilevel classes and consider change into VABE or iBest classes that help students attain college-readiness and/or specific job skills (also through partnership with SDWP and local businesses).

Strategy #3

Build the capacity of leadership and instructors to understand their students' needs and circumstances; Build cultural competence.

Strategy #4

Refine accelerated learning through joint task force, building on expertise developed by Cuyamaca College's CAP team.

Strategy #5

Expand use of open education resources with easy access for students and utilize digital technology to integrate career and college readiness training in all consortium classes and programs (e.g., Career Coach and LinkedIn Learning through SDWP).

Strategy #6

Provide basic skills preparation in English, aligned with GCCCD. Explore opportunities for college students to enroll in classes at Adult Education and a transferable credit-bearing introductory-level course at Grossmont or Cuyamaca College, where they study alongside college students who are ready for programs.

Strategy #7

Create career and college readiness training based on sub-cohorts' needs and goals.

Strategy #8

Augment CTE and academic programs with Burlington English (ESL acquisition software), distance learning and other digital tools.

Strategy #9

Utilize student retention and early alert system, and promote data-driven decisions making process.

Strategy #10

Co-design opportunities for GAE and MEUSD students to join GC and CC College Promise initiative.

Professional Development

New Strategies

Strategy #1

Partner with SDWP (training on labor market data), local training and learning organizations (e.g., Nonprofit Management Solutions – for customer service, digital technology, project management), and state-wide technical assistance (OTAN, AEP TAP – for training on acceleration, guided pathways, curriculum development, adult learning strategies and methodologies, deeper understanding of data, etc.).

Strategy #2

Continue activities in ad hoc Adult Ed workgroups as part of college presidents' leadership councils, and two consortium-wide training initiatives – (1) Adult Ed Accelerated Training and (2) Prior Learning Assessment.

Strategy #3

Develop a system and schedule for all consortium members that leads to measurable change.

Strategy #4

Develop employer/adult education roundtable, also to set up opportunities for job shadowing and participation on advisory boards.

Strategy #5

Design Transition Services Training events to help specialists unbundle support and better meet the needs of sub-cohorts.

Strategy #6

Develop a clearer understanding of various assessments (Common Assessment Initiative; Multiple Measures Assessment Project; Prior Learning Assessment).

Strategy #7

Create a clearer decision-making process, with clear mechanisms for reviewing information, making decisions, and communicating information back to all stakeholders.

Leveraging Resources**New Strategies****Strategy #1**

Continue to strengthen successful partnerships with feeder elementary schools, SD County Libraries, refugee resettlement agencies, Calworks providers, Strong Workforce and College Promise initiatives. Streamline support and data tracking mechanisms across these partners.

Strategy #2

Create project and outcome-specific task forces for assessment, alignment, data, business engagement, and shared standards for skills, completion, and certification.

Strategy #3

Together with advisory boards, develop a shared system to allow deep understanding of what students know, need, want. Partner with SDWP, Regional Consortium (community colleges), Education Alliance (high school), AJCCs.

Strategy #4

Coordinate task forces with discipline-specific work groups to address skills gaps (e.g., alignment and acceleration workshops).

Strategy #5

Deepen promising partnerships between Title I providers, Title II providers (GAE), SDWP and industry leaders (CompTIA) to better connect with, serve, and support ELL adults who need additional skills, training, and assistance to secure and retain living wage jobs in growing industries.

Strategy #6

Align data definitions and processes among AEP, WIOA Title II, and Community College providers.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

We have worked tirelessly and collaboratively on allocating funding wisely and timely. Program development and expansion of transition services happened primarily at Grossmont Adult Education, and we were fortunate in not facing any major challenges.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Carry-over funds will be allocated to professional development/training (collecting and utilizing data to promote student success; curriculum design; accelerated learning), a consolidated marketing campaign, and to a business engagement coordinator position. Decisions have been made collaboratively and with approval by the governing board.

Certification

Grossmont Union High School District, Member Representative

Tim Glover
Robyn Wiggins

Approved

2018-08-21

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2018-08-24

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Approved

2018-08-22



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