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Section 1: Consortium Information

San Diego Regional Adult Education Consortium

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Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

San Diego Adult Education Regional Consortium

The San Diego Adult Education Regional Consortium (SDAERC) is comprised of two member agencies: the San Diego Community College District Continuing Education (SDCCD) and the San Diego Unified School District Adult Education (SDUSD). These members serve the entire City of San Diego which is the local geographic region for the California Adult Education Program (CAEP) Consortium Region 48.

The role of the SDAERC is to: 1) Establish the Consortium's strategic agenda, including objectives and annual plans; 2) Provide fiscal oversight including setting priorities for financial plans for the Consortium; 3) Evaluate the needs of the adult learner community in the region; 4) Prioritize and direct resources toward serving the unmet needs of the community; 5) Evaluate the annual performance measures and student data; and 6) Appoint and prescribe roles and duties for committees.

San Diego Community College District/San Diego Continuing Education

San Diego Continuing Education (SDCE) is as an integral part of the SDCCD that offers noncredit adult education and career technical education programming. SDCE serves as a transitional pathway to the three SDCCD credit institutions. SDCE includes seven campuses and over 200 off-campus sites providing programming in all of the approved CAEP areas including: 1) Elementary and secondary skills, including those leading to a high school diploma or high school equivalency; 2) Citizenship and ESL; 3) Entry or reentry into the workforce for adults; 4) Skills for adults to assist elementary and secondary school children to succeed academically in school; 5) Programs for adult with disabilities; 6) Short term career technical education; and 7) Pre-apprenticeship training.

San Diego Unified School District

The San Diego Unified School District (SDUSD) Adult Education Department is responsible for the administration of SDUSD's Adult Education Programming and oversees the district's Adult School which is comprised of five site locations. The SDUSD Adult School provides an educational program of excellence in a learner-centered, supportive environment which is responsive to the needs of young adult learners who need a second chance to succeed. Individuals, 18 years of age who are no longer attending high school, may enroll to improve reading, writing, and math skills and/or to complete course requirements needed to obtain the Adult Education High School Diploma. SDUSD currently provides programming in one of the approved CAEP program areas: 1) Elementary and secondary skills leading to a high school diploma. SDUSD intends to expand program services with more focus on Adults with Disabilities in partnership with SDUSD's Special Education Department and the Transition Resources for Adult Community Education (TRACE) Program.

History of Collaboration

The collaboration between SDCCD and SDUSD was initially formalized through a Delineation of Function Agreement, signed in 1979. This agreement included the formation of a Joint Executive Coordination Committee (JECC) that has the purpose of recommending program agreements concerning specific course offerings to avoid unnecessary duplication of services and specifically speaks to the high school diploma programming that continues today. The partnership was enhanced and strengthened in 2014 through AB86 which considered community partnerships and collaborations a priority in Adult Education when the two districts joined to form the San Diego Adult Education Regional Consortium. One of the most pressing needs identified at that time for the future of the partnership was to further improve channels of communication between the two institutions.

Previous Three Year Plan Goals & Impact

SDAERC's previous Three-Year Strategic Plan, submitted in 2015, included the following goals:

1. Develop and implement systems and infrastructure with ample human capital to efficiently provide and maintain aligned services, programs, and resources that accommodate the diversity of students' needs, categorically including but not limited to: common assessments, placement systems, tracking systems both unified and program specific, outreach strategies, marketing, website revision/upkeep, data analysis/integration, curriculum revision/creation, effective program planning, orientations, organizational flow, career pathway performance measures, student "navigators," communication and articulation pathways between SDUSD, SDCE, SDCCD & community partners, job placement services, inter and intra-department communication, tutoring, and counseling.
2. Research and integrate products, technology, and systems to provide efficient, accurate placements into programs which can provide current, relevant instruction through the following activities: identifying an alternative to TABE test, establishing a net lab, procuring specialized CTE equipment, and updating classroom technology.
3. Develop and offer professional development that includes dissemination of information gained from conferences and advisory boards, utilization of products, technology, or systems, integration of teaching pedagogy or field advancements/changes, expansion into online offerings, and delivery of services in a manner which aligns with SDCE's mission.
4. Foster community collaboration and establish active participation on advisory committees for the purposes of constructing employment pathways with partners, integrating industry standards/advancements into curriculum, aligning programs, leveraging resources, and broadening outreach.
5. Develop and revise programs and courses for the purposes of aligning curriculum within SDUSD, SDCE, and SDCCD credit colleges, maintaining relevancy, incorporating advances in the field, creating a modified I-Best model, expanding the depth and breadth of offerings including prevocational sections and certificates, integrating industry standards for job placement including entrepreneurial and soft skills, contextualizing curriculum, accelerating learning/completion, and accommodating DSPS learners.

6. Expand the reach of programs and services through additional course offerings and sections, online counterparts to new and existing courses, increased locations, broadened marketing, and routine evaluations.
7. Proactively utilize resources, systems, relationships, and human capital to provide a timely response to workforce demand increases, student successes, outreach needs, rise in enrollment, student challenges such as transportation or childcare, demographic population fluctuation, low-incident disability enrollment, and legislative changes.

Impact of Previous Plan Goals

The following impacts and accomplishments have been made:

- Oversight and accountability of the SDAERC governance: Establishment of functional governance structure by expanding representation on the SDAERC; Development of consortium governance structures including bylaws; Increased financial oversight at the consortium level through review of the allocation formula to more closely align with size of institutions; and Enhancement of planning processes.
- Creation and build out of operational structures related to data reporting, research, and effectiveness including: Development of staffing and operational systems to manage and plan research activities for data backed decision making; Hiring of grant management staff to help ensure that CAEP planning and budgeting processes are aligned with other institutional priorities, strategies, and categorical funded programming; Increased planning and evaluation of initiatives that support CAEP; Production of noncredit best practice recommendations; Hiring of classified staff to provide support for coordinating and achieving CAEP goals.
- Increased footprint for Adult Education programming through outreach and marketing efforts including: Enhancement of noncredit program marketing and messaging that include student centered stories; Formation of common marketing collaterals and messaging for the Joint High School Diploma program; Establishment and coordination of community outreach and partnership efforts through the development of an official outreach program that includes outreach ambassadors and tracking of outreach efforts; and Development of a San Diego Gateway to College and Career program for Opportunity Youth with leveraged funding from the LWDB.
- Advancement in the institutionalization and establishment of Professional Development efforts including: Establishment of the Academy for College Excellence Experiential Learning Institute (FELI) professional development experience for faculty, staff, and administrators; Development and implementation of a New Contract Academy: Passport to Success professional development experience for faculty, staff and administrators comprised of workshops, mentorship and online resources; and Creation of a communication process for special education faculty and staff to clearly disseminate information necessary for learners to successfully transition.
- Implementation of new curriculum that is aligned with California Common Core State Standards and development of a blended learning model for instructional delivery utilizing Edmentum LMS platform.

- Transitioned data reporting to align MIS with eCASAS testing and TopsPro Enterprise to comply with the requirement to accurately report outcomes to the state on a quarterly basis, eliminating the paper and pencil TABE that is not compatible state reporting.
- Development of Option 2 High School Diploma Pathway for students transitioning from Continuation High Schools to Adult Education, ensuring students receiving the Option 2 Adult Education Diploma are in compliance with state guidelines and included in all state reports.
- Increased operational capacity to implement CAEP programs by increasing staffing to support marketing, communication coordination of department level planning, and collection and tracking of program level statistical data.

New Three Year Planning Cycle Summary

The vision of the SDAERC is to maintain a cohesive partnership to develop pathways which support adult learners, including under-represented and low income populations living in the City of San Diego, to achieve their basic educational skills and credentials as well as academic and occupational goals through a supportive and guided student centered approach that leads to career and college transitions and fosters the ability to be economically self-sufficient.

The size of programming offered by member agency SDCE, in addition to the changing landscape of the community college system, has called for the SDAERC to take a broader view of the collaborative partnerships and planning efforts between member agencies. This includes initiatives such as WIOA Title II, Strong Workforce Program, and Guided Pathways including the Student Equity and Achievement Program. Collaborative opportunities will continue to grow that are focused on seamless transitions and the guided pathways pillars to support adult learners in their workforce preparation and post-secondary learning.

Three Year Plan Goals and Key Indicators

1. Goal: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions.

Key Indicators:

- a. Increased student transitions between SDUSD and SDCE
 - b. Increased student transitions within and between SDCE Programs
 - c. Increased program completions
 - d. Increased use of and incorporation of guided pathways approaches at key transition points
 - e. Increased student understanding of their pathway and progress on pathway
 - f. Increased use of and incorporation of labor market information at key transition points
 - g. Increased student supports for transitions
 - h. Increased and enhanced supports for student success
 - i. Increased placement in post-secondary education and employment
2. Goal: Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institutions.

Key Indicators:

- a. Increased referrals
 - b. Development of structured transition processes
 - c. Increased student enrollments
 - d. Increased knowledge of and access to post-secondary education and noncredit CTE for 18+ SDUSD students
 - e. Increased brand name recognition and awareness for adult education programs
 - f. Increased utilization and efficiency of website presence
 - g. Increased program relationships and partnerships between member agencies counseling and instructional programs
3. Goal: Improve and Enhance Data Driven Decision Making

Key Indicators:

- a. Increased student retention
 - b. Increased student completion
 - c. Increased number of students who complete 12 or more program attendance hours
 - d. Creation of a research agenda for data driven decision making for CAEP programming and services
 - e. Overcome data reporting challenges with MIS system: Report K-12 noncredit CTE Transitions
 - f. Utilize CAEP as well as leveraged resources more effectively through integrated planning efforts to desegregate common activities and outcomes
4. Goal: Improve and Grow Consortium Collaboration and Professional Development to Support Goals and Integrate Programs

Key Indicators:

- a. Increased number of shared professional development offerings
 - b. Increased knowledge about CAEP priorities
 - c. Institutionalized effective practices and improved programming and services
 - d. Improved program accessibility and seamless transitions
5. Goal: Continue to Maintain and Increase Consortium's Capacity to Address Identified Gaps in Service

Key Indicators

- a. Continued capacity for reporting and accountability
- b. Continued capacity to support program improvement
- c. Increase number of articulation agreements
- d. Continued capacity for management, communications, and governance
- e. Continued capacity to offer CAEP programming and supports
- f. Increase number of online and hybrid course offerings
- g. Increased use of technology for instructional programs

2.2 Pre-Planning Assessment

Consortium and Member(s) Capacity

SDCE: Since 1970 SDCE has been a part of the San Diego Community College District (SDCCD). The school has become a major provider of college preparation and vocational education programs, as well as a major educational provider for underserved, underemployed, displaced, and disenfranchised adults in San Diego. SDCE provides education services in all CAEP program areas including ABE/ASE, ESL/EL Civics, Adults with Disabilities, K12 Success, Short Term CTE, Workforce Reentry, and Pre-Apprenticeship. In PY 17/18, SDCE served 42,113 students in the entire institution. Of those 27,822 students were eligible for CAEP programming for data reporting purposes. SDCE is the largest separately accredited noncredit continuing education institution in the nation. With more than 170 countries represented among its student population, it is also one of the most diverse adult schools in California.

The campus locations are: Educational and Cultural Complex designated *Campus of Excellence for Career and Technical Education*. Mid-City Campus opened in 2001, with instructional programs comprised primarily of ESL classes although there are also BIT, High School Diploma, and ABE for DSPS classes offered at this campus; West City Campus the *Campus of Excellence for Hospitality and Consumer Science* supporting academic and career-training programs in Culinary Arts, Sewing, Business Information Technology, ESL, Parenting, General Equivalent Diploma (GED), and Emeritus programs. Cesar E. Chavez Campus which opened in 2015 as the designated *Campus of Excellence for Healthcare Careers* which consolidated programs and classes that had been offered at Centre City Campus in downtown San Diego and the original Cesar E. Chavez campus next to the historical Chicano Park area. North City Campus which finished construction in 2013 and is the *Campus of Excellence for Business and Information Technology*. Also administered by the North City campus are two major facilities located on SDCCD Mesa College and Miramar College campuses. Extensive information about SDCE locations and programs can be found at the school website at www.sdce.edu.

SDUSD: San Diego Adult School (SDAS) provides education services in one of the CAEP defined program areas including Secondary Basic Skills and Adult Basic Education. SDAS graduates transition to various career pathway training programs, community college study, and/or employment. SDUSD intends to expand service offerings to adult students with disabilities.

SDAS is based out of five high school locations including, Mira Mesa High, Madison High, Garfield High, Crawford High and Morse High. All locations offer the High School Diploma Program (HSDP) programming and Mira Mesa High and Crawford High offer a Basic Skills instruction to students that need remediation before entering into HSDP. During the 2017-18 school year SDAS served 630 students and issued 148 diplomas. Other reported state outcomes included increases in gainful employment, transition to post-secondary education and increased wages. The school is on track to exceed most of the previous year outcomes.

Per a long standing agreement both SDUSD and SDCCD collaborate to issue the Joint High School Diploma. SDAS serves students between the ages of 18 and 19 and 11 months. Students enrolled in the

Joint High School Diploma Program have the option of completing either an Option 1 (40 credit) or an Option 2 (26 credit) diploma depending on the courses completed in high school.

SDAS partners with a number of local service providers and community organizations to provide wraparound services for the high number of disadvantaged youth enrolled in the school. SDAS works collaboratively with the SDUSD Special Education Department's Transition Resources for Adult Community Education (TRACE) School in order to provide adult students with special needs greater academic and behavioral support. Nearly a fifth of the students enrolled in SDAS have active Individual Education Plans (IEP).

Pre Planning Efforts

A variety of SDAERC pre-planning efforts have taken place over the last year to assist to inform this Three Year Strategic Plan including:

WIOA II AEFLA: SDCE is a grantee with the California Department of Education (CDE) which requires a Memorandum of Understanding (MOU) be developed and executed between the Local Workforce Development Board and the America's Job Center of California (AJCC). In spring of 2019 SDCE engaged with the LWDB to develop the latest MOU that outlines the cooperative working relationship and defines respective roles and responsibilities in achieving the policy objectives and creates the framework for providing services to employers, employees, job seekers and others needing workforce services.

Integrated Education and Training Plan: Among the new requirements for AEFLA funding is for an Integrated EL Civics (IELC) plan be in place that enable adult learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. In the spring of 2019 SDCE created the second iteration of an IET plan. The plan developed indicates multiple IET career pathways including Healthcare, Automotive, Child Development, Business information Worker, Fashion Merchandising and Culinary. During the development of the plan collaboration occurred between programs including the discussion and examination of learning objectives for each of the career pathways.

Strong Workforce Program (SWP): Both SDCCD, as well as now, SDUSD are recipients of SWP funding. SWP is regionally guided by the San Diego/Imperial Counties Regional Consortium where all 10 community colleges collaborate to implement the regional SWP initiatives. The region has adopted a framework for SWP implementation that includes a workgroup structure where both SDAERC member agencies participate in planning processes. One such plan was the Regional Pathway Navigation project that supports colleges, including SDCE, in adopting and scaling pathway strategies including improved intake forms and processes, improved orientation processes, and career exploration before education planning. SDCE will continue to focus on utilizing strategic initiatives to support the implementation of the guided pathways approach and will support the integration of equity into CTE programs. In spring 2019 SDUSD was awarded funding through the K-12 SWP process. One plan supported is the Student Engagement proposal where SDUSD and SDCCD faculty, staff and administrators will collaborate to develop and implement a scaffold of career engagement activities and experiences based on the Middle School and High School Career Development Continuum.

Human Centered Design (HCD): In the Fall of 2018, SDAERC formed a team to enroll in a state sponsored Acumen+ training. As a joint team effort with representation from SDUSD and SDCE, the purpose of the SDAERC HCD Team was to improve, enhance, or develop an experience that would

benefit our Adult Education students while learning about the HCD process. The team chose a specific design challenge to help further the work of the SDAERC, focusing on the lens of applying the HCD process to inform a Guided Pathways Model. With the goal of evaluating the HCD approach for future application, the team followed the five pre-prescribed steps which were helpful to reveal findings in academic program structure, new student intake and support, and learner progress tracking.

Launchboard Training: On November 15, 2018, the SDAERC sent six representatives to the “CAEP Adult Education Data Unlocked: A Day with Your Data” training with WestEd to better utilize the Launchboard Adult Education Pipeline tool as well as other data tools that has supported the SDAERC strategic planning. This training included hands-on experiences with planning tools focused on: community needs and customer segmentation data; labor-market data and supply and demand tools; and student enrollment and outcome data.

SDAERC Strategic Planning Sessions: A full consortium planning session took place in February of 2019 facilitated by Randy Tillery of WestEd. The session consisted of managers as well as instructional and counseling faculty and helped to provide valuable input. This moderated planning session with the “End in Mind” consisted of participation from all voting consortium members as well as primary stakeholders. The planning meeting resulted in a discussion and sharing of vision statements with a dialogue to clarify: Who are our customers? What is the change we are trying to create for our customers? What is the benefit to the community? How the consortium works to achieve this benefit? The effort resulted in valuable data to craft a new SDAERC vision statement. Additionally, upon reviewing the previous 3 Year Plan and Year Four Plans, valuable dialogue was had regarding key successes and opportunities for improvement.

SDAERC Effectiveness Survey: Conducted in February 2019 as part of the oversight and effectiveness of CAEP and the SDAERC, a survey was distributed to consortium representatives and other constituent groups in order to seek feedback to improve the work of the SDAERC. The survey provided valuable information regarding both Consortium level and Member Agency level effectiveness and impact in meeting the intent of CAEP. The information received has been and will continue to be used to inform the new SDAERC Strategic Plan over the next three years.

Consortium Working Groups: Beginning in spring 2018 and continuing through summer 2018, two SDAERC workgroups were formed: HSD Curriculum and Student Transitions. Conversations were needed to begin at a fundamental level by agreeing on the definition of commonly used terms. Extensive discussions occurred around the shared and unique adult learners which assisted to define the shared and unique populations defined in this plan. Finding success in the working group structure, SDAERC incorporated working groups into the strategic planning process. SDAERC workgroups explored the consortium’s successes and identified opportunities for advancement of the CAEP vision. Through public SDAERC meetings and workgroups that met throughout the spring of 2019 the priority goals, strategic and activities for this strategic plan were identified.

SDCE Planning Research and Institutional Effectiveness Department: Evaluation projects conducted as part of strategic planning included a student survey in spring 2018 designed to assess student enrollment, retention, and completion among fall 2017 career technical education (CTE) students. The results from this survey are helping to inform enrollment management strategies and supports to help students succeed. Further interactive data-discussion briefings are planned with CTE program chairs and CTE departments for late spring 2019.

Super Region: The SDAERC has been an active member in the San Diego/Imperial Counties Super Region Consortium which has met monthly for the past 4 years to collaborate and leverage human resources. In preparation for the 3-year strategic planning, the Super Region, which collaborates with San

Diego Workforce Partnership and the Strong Workforce/San Diego Imperial County Regional Consortium has had two strategic planning sessions to develop CAEP Pathways focusing on a series of elements including: vision for career pathway development; status of current pathway development efforts; prepare for strategy discussion; and refine strategies. Planning discussions included goals for Adult Education/Noncredit Pathway Development work and strategies needed to meet goals among other topics. Rich data was gathered with attendance from all SDCE Deans as well as all Regional Consortia, yielding information on awareness and value, content related goals, pathway construction, and tools for student success.

Perkins: The Perkins development process is an extension of the program review process and is connected to the member agency resource allocation process. Prior to finalizing the Perkins application a comprehensive review of program measures including the review of student learning outcomes, current and projected labor market information, and student equity measures. Faculty members played an important role as they are the main drivers of planning. For Perkins a mandatory training workshop was held that covered funding requirements, application requirements, and engaged prospective grantees in a discussion on how Perkins funds could be used for the purpose of course and program improvement. Once resource allocation requests were selected for Perkins funding, industry advisory boards were consulted to confirm the necessity of investments and Perkins projects were formed.

Table 1. Regional Service Providers

| Provider Name | Provider Type | Address or location(s) where AE services are provided | Program Areas | | | | | | | | If other, provide a brief description of services provided |
|---|----------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| | | | ABE | ASE | ESL | CTE | AWD | WR | PA | ACS | |
| <i>Agency</i> | <i>Business / Industry</i> | <i>Address</i> | X | X | X | X | X | X | X | X | <i>XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.</i> |
| Able-Disabled Advocacy | Non-Profit | 4283 El Cajon Blvd.SD | | | X | | | | | X | Apprenticeship, Vet training & homeless services |
| Access to Independence | Non-Profit | 8885 Rio San Diego Dr. | | | | | X | | | | Transitioning to independent living |
| American Language Institute - SDSU | Education | 5250 Campanile Dr., SD | | | X | X | | | | | American culture, test prep programs |
| ARC of San Diego | Non-Profit | 3030 Market Street, SD | | | | | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Job services, recreation, employment, independent living |
| ARPE | Education | 6367 Alvarado Ct. SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Research & education aiding disabled |
| Bridge Career Center | Private for Profit | 1333 Camino del Rio S. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N/A |
| Center for Employment Training | Private for Profit | 4153 Market St., SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N/A |
| Concorde Career College | Private for Profit | 4393 Imperial Ave., SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N/A |
| Connect English Language Institute | Private for Profit | 4560 Alvarado Canyon Rd, | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Visas, travel & accommodations |
| Connect English Language Institute | Private for Profit | 5090 Shoreham Pl, La Jolla | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Visas, travel & accommodations |
| Connect English Language Institute | Private for Profit | 3565 Del Rey St, Pacific Bch | <input type="checkbox"/> | <input type="checkbox"/> | <u>X</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Visas, travel & accommodations |
| Connect 2 Careers | Non-Profit | 3910 University Ave, SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Training and job placement |
| CA Department of Rehabilitation | Government | 7575 Metropolitan Dr., SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Career counseling, job readiness |
| Dreams for Change | Non-Profit | 21 16th St., SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | Food Service, Safe Parking |
| Exceptional Family Resource Center | Non-Profit | 9245 Sky Park Ct. SD | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Head Start |
| | | | | | | | | | | | |

| Provider Name | Provider Type | Address or location(s) where AE services are | Program Areas | | | | | | | | If other, provide a brief description of services provided | |
|---|--------------------|--|--------------------------|--------------------------|-----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
| | | | ABE | ASE | ESL | CTE | AW D | WR | PA | ACS | | |
| Agency | Business/Industry | Street, City, Zipcode | | | | | | | | | | |
| EF Education First | Private for Profit | 10455 Pomerado Rd, | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N/A |
| GRID Alternatives | Non-Profit | 930 Gateway Center Wy. SD | | | | X | | | | | | No/low cost solar for underserved |
| I-CAR (Inter-Industry Conference on Auto Collision Repair) | Private for Profit | 5125 Trillium Blvd. Hoffman Estates, IL | | | | X | | | | | | Auto Collision Repair Industry training standards |
| Institute for Effective Education, Urban Skills Center | Non-Profit | 2225 Camino del Rio S. | | | | X | X | | | X | | Children’s Workshop |
| International Rescue Committee | Non-Profit | 5348 University Ave, SD | | | X | | | | | | | Resettlement, Youth programs, financial education, employment |
| Jacobs Center for Neighborhood Innovation | Non-Profit | 404 Euclid Avenue, SD | | | | X | | | | | | Economic development of under-served communities |
| Kaplan International English | Non-Profit | 660 Sixth St, SD | | | X | | | | | | | N/A |
| K.I.P.P. Charter School | Non-Profit | 1475 Sixth Avenue, SD | X | | X | | | | | | | Free Public school for English learners |
| KRA/South Metro Career Center | Public - Private | 4389 Imperial Ave. SD | | | | X | X | | | | | Work-readiness Services |
| La Mesa Work Center | Non-Profit | 6134 University Ave. SD | | | | | X | | | | | Assisted living facility |
| Language Studies International | Private for Profit | 1706 6th Avenue, SD | | | X | | | | | | | N/A |
| Language International | Private for Profit | 1133 6 th Ave., SD | | | X | | | | | | | N/A |
| MCAS Miramar | Government | Miramar Way, Bldg. #5305 | | | X | | | | | | | Military base |
| Neighborhood House Association | Non-Profit | 286 Euclid Ave., SD | | | | | X | | | | | Head Start, Adult Day Care, Health Care |
| PAZZAZ | Non-Profit | 1913 Euclid, SD | X | X | | | | | | | | N/A |
| Read San Diego | Government | 330 Park Blvd., SD | X | | | | | | | | | Public Library – Family Literacy |
| Real Life Skills | Non-Profit | 123 Worthington Street, SV | | | | | | | X | | | Cognitive Behavior theory |

| Provider Name | Provider Type | Address or location(s) where AE services are | Program Areas | | | | | | | | If other, provide a brief description of services provided |
|---|----------------------------|--|---------------|-----|-----|-----|---------|----|----|-----|--|
| Agency | Business/Industry | Street, City, Zipcode | ABE | ASE | ESL | CTE | AW D | WR | PA | ACS | |
| Regional Consortium | Non-Profit | 8800 Grossmont College Dr., El Cajon | X | X | X | X | X | x | x | | Regional support for local adult programs |
| San Diego Community College District, Continuing Education, SD | Education | 4343 Ocean View Blvd., SD | X | X | X | X | | | | | N/A |
| San Diego Dental Careers | Private for Profit | 4690 Genesse Ave., SD | | X | | | | | | | N/A |
| SD Public Library (downtown branch) | Government | 330 Park Blvd., SD | | X | | | | | | | Public library & reading programs |
| San Diego Regional Center | Non-Profit | 4355 Ruffin Road, SD | | | | | X | | | | Child, clinical services & case mgmt. |
| San Diego Rescue Mission | Non-Profit | 5150 University Ave, SD | | | | X | X | | | | Shelter, preschool, health services |
| San Diego Unified School District | Education | 6735 Gifford Way, SD | | X | | | | | | | K-12 education |
| San Diego University for Integrative Studies | Education (non-accredited) | 3900 Harney St., SD | | | X | X | | | | | Post-secondary education |
| San Diego Workforce Partnership | Non-Profit | 4389 Imperial Ave., SD | | | | | | X | | | Funded program strategic planning |
| San Diego Youth Services | Non-Profit | 3255 Wing St., SD | | | | | | | X | | Homeless/at-risk youth support |
| Second Chance | Non-Profit | 6145 Imperial Ave, SD | | | | | | X | | | Re-entry Job training & placement |
| Special Needs Resource Foundation | Non-Profit | 1475 Sixth Ave., SD | | | | | X | | | | Resources for special needs families |
| Total Maximum Independence | Non-Profit | 4740 Murphy Canyon Rd, SD | | | | | X | | | | Work + independent living support |
| Urban Beats | Non-Profit | 330 Market St., SD | | | | | X | | X | | Artistic programs for youth |
| Urban Corps of San Diego | Non-Profit | 3127 Jefferson St., SD | | X | | | | | X | | Education + Work experience |
| Urban Street Angels | Non-Profit | 1404 Fifth Ave, SD | | X | | X | | | | | Homeless services |
| United African American Ministerial Action Council | Non-Profit | 404 Euclid Ave., SD | | X | | | | X | | | Community health & unity. |
| Urban League Of San Diego County | Non-Profit | 4305 University Ave., SD | | | | | | X | | | Advocacy, college readiness |

| Provider Name | Provider Type | Address or location(s) where AE services are | Program Areas | | | | | | | | If other, provide a brief description of services provided |
|---|-------------------|--|---------------|-----|-----|-----|---------|----|----|-----|--|
| Agency | Business/Industry | Street, City, Zipcode | ABE | ASE | ESL | CTE | AW D | WR | PA | ACS | |
| Victory Outreach Inner City Educational Services | Non-Profit | 4235 National Avenue, SD | | X | | | | | | | Drug & alcohol abuse |
| Wahupa Educational Services | Non-Profit | 3960 Park Blvd. SD | | X | | X | | | | | Pre-College services |
| Words Alive | Non-Profit | 5111 Santa Fe Street | X | | | | | | | | |
| YMCA Children and Family Services | Non-Profit | 3708 Ruffin Road, SD | | | | | | | X | | Transitional Youth Services |
| Youth Assistance Coalition | Non-Profit | 1902 Market St. SD | | X | | | | | X | | Homeless youth services |

Table 2. Funding for Adult Education Programs and Services

| Source and Type of Funds | Funding Estimates FY2019-20 | Funding Estimates FY2020-21 | Funding Estimates FY2021-22 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| State / Federal Funding | | | |
| AEP | \$4,787,911 | \$4,943,996 | \$5,105,817 |
| CalWORKs | \$1,400,000 | \$1,300,000 | \$1,300,000 |
| CCD Apportionment | \$31,000,000 | \$30,000,000 | \$30,00,000 |
| Corrections | \$0 | \$0 | \$0 |
| LCFF / District Funds | NA | NA | NA |
| Perkins V | \$477,000 | \$425,000 | \$425,000 |
| WIOA II | \$1,500,000 | \$1,500,000 | \$1,500,000 |
| Other | | | |
| Strong Workforce Program | \$1,946,286 | \$1,946,286 | \$1,946,286 |
| WIOA Title I Youth | \$375,045 | | \$0 |
| Student Equity and Achievement | \$3,000,000 | \$2,900,000 | \$2,800,000 |
| DSPS | NA | NA | NA |
| Total | \$44,486,242 | \$43,015,282 | \$43,077,103 |

2.3 Community Need and Customers

Population and Community Characteristics

According to the United States Census Bureau, the San Diego region has been in a growth mode for the past five years and is projected to continue to grow for the next five years. In 2014, the city of San Diego's population surpassed the 1.38 million mark, and San Diego County's population was 3,263,431. The city of San Diego's population percentage growth has been outpacing the growth rates of San Diego County and California. Additionally the city of San Diego's growth rate has been higher than that of the United States.

Foreign born persons comprise approximately 26.3% of the population of the city of San Diego. San Diego County was close behind with 23.4% of its population made up of foreign born persons. California's foreign born population reached 27%. The United States (13.1%) foreign born population was less than half of that of the city of San Diego. Well over a third of California's population (43.8%) speaks a language other than English at home. The San Diego region reflects a similar rate as well. In San Diego County, 37.3% speak a language other than English. And in the city of San Diego 40.2% of the population spoke a language other than English at home. Education is a priority in the city of San Diego with 87.3% of the population attaining high school graduation or higher among persons who are 25 years old or older, surpassing the county (85.8%), the state (81.5%) and the nation (86.3%). Unemployment rates vary by sub region in the County of San Diego which was 3.7% in April 2019.

Challenges for the region include how employers respond to the changing U.S. and global economies with new demands that are placed on the American worker. As the workplace increases demands for more hard skills such as technology and soft skills such as problem solving and critical thinking, education programs must rise to challenge and prepare learners. The San Diego Workforce Partnership (SDWP) has summarized some of the challenges facing education programs and students in the *Middle-Skill Jobs: Gaps and Opportunities* report (November 2015): Between 2004 and 2014, 16% or 350,000 San Diegans ages 25 and older did not have a high school diploma; Educational attainment has remained relatively unchanged since 2004, yet San Diego employers expect more education and technical expertise from the workforce; 42% of the adult population is at or nearing retirement; Employers will have difficulty filling the knowledge, skills and abilities (KSA) gaps left by a retiring workforce; and Employers consistently report a lack of soft skills, such as communication and problem solving, in workers.

Opportunities include meeting the needs of opportunities for growing middle-skills jobs which are recognized as a path to living wages while requiring less education than a four-year college degree. The *Middle-Skill Jobs: Gaps and Opportunities* report (November 2015) summarizes some promising aspects of these jobs as follows: Currently, there are 603,535 middle-skill jobs in San Diego, accounting for 37% percent of all employment in San Diego County; 526,759 of these jobs pay the self-sufficient hourly wage of \$13.09 or higher and have opportunities for career advancement; Advanced Manufacturing has the largest number of skilled jobs in San Diego and employs 13% percent of San Diego's workers; Health Care employs more than 100,000 people and is considered "recession-proof." Health Care grew 11% percent while overall San Diego employment declined 6% percent during the Great Recession (2007–2009); and ICT (Information and Communications Technology) employs more than 42,000 workers and is projected to add 1,600 jobs over the next five years.

Labor Market in San Diego County

The population in San Diego County is projected to increase and employment is on track to increase as well. According to the California Employment Development Department San Diego Projections Highlights, “Industry employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,644,400 by 2022.

According to the California Employment Development Department San Diego Projections Highlights, between 2012 and 2022, the largest growing projected numbers of new jobs and replacement jobs in San Diego County are found in the lowest levels of entry education. Jobs in retail, hospitality, and health care that require less than a high school education are expected to be the largest growing: retail salespersons (21,150 jobs), waiters and waitresses (19,020 jobs), cashiers (17,760 jobs), food and serving workers including fast food (16,200 jobs), and personal care aides (12,420 jobs).

Jobs that require a high school diploma or equivalent are expected to provide a large number of jobs as well: office clerks, general (10,350 jobs), customer service representatives (9,040 jobs), secretaries and administrative assistants, except legal, medical, and executive (6,730 jobs), first line supervisors of office and administrative support workers (5,360 jobs), and first-line supervisors of retail sales workers (4,840 jobs).

Jobs that require some college, but no degree fall into three categories: computer user support specialists (3,050 jobs), teacher assistants (2,770 jobs), and computer, automated teller, and office machine repairers (390 jobs).

Shared and Unique Customers

Through the SDAERC workgroup structure extensive discussions occurred assisting to define the shared and unique adult learner populations served by member agencies. The SDAERC defined the key populations of adult learners that impact the partnership between member agencies. This has helped to further define the adult learners in terms of priority needs, populations and a continuum of services.

Key shared adult learner populations include those that are foreign born, speak a language other than English in the home, have limited educational attainment, including those who have not completed secondary school, those who are un-employed or underemployed, and residents of adult learners who reside in “underserved neighborhoods”. Note that SDCE has Student Equity goals to further support student success by addressing disproportionately impacted student groups to create equitable opportunities and outcomes for all students.

A specific shared population will continue on Opportunity Youth, defined as young adults who are between the ages 18 to 24 years of age who have not completed secondary school or who have completed secondary school but are either not working or not attending any post-secondary education. The focus on this shared population is partially due to leveraged partnership with the Local Workforce Development Board (LWDB), the San Diego Workforce Partnership. Local data on Opportunity Youth indicate that 1 in every 10 of San Diego’s youth ages 16 to 24 were disconnected from work or school in 2017. The percentage of disconnected young adult learners is even higher among individuals of color, parenting young mothers, and those who have not graduated from high school.

There will also be a shared focus on adult learners who may experience additional barriers such as those considered housing instable and homeless, individuals who experience disabilities, and English Language Learners who may have “aged out” of comprehensive secondary school.

The 2018 Point- in-Time Count, regional homeless survey, conducted each year in the City of San Diego, identified 8,102 individuals who are homeless either sheltered or unsheltered in our County. This indicates an increase between 2017 and 2018 shows increase in numbers of residents who are unsheltered.

Alignment between member agencies has been mainly focused on one shared CAEP Program Area, HSDP. Because of the long standing delineation of function agreement, shared population are primarily related to 18 and older adults who are seeking a high school diploma. However, there are common populations identified in a guided pathways framework in terms of transitioning students, ages 18 and older, coming from SDUSD as graduates and/or dropouts who may also need ESL or CTE programming.

A unique focus population for SDCE will be on Adult Learners who may have a secondary school degree but who are not working in a career pathway employment or who may need additional support to enter or advance in career pathway employment. This population, among others, will be a focus for guided pathways into SDCE noncredit CTE programming.

Communities of Need

Communities of need include the following neighborhoods with Member Agency campus or educational site. Of specific focus are neighborhoods considered most in need based on prevalence of residents who are: non-native born, low educational attainment, English Language Learners, low-income, under- and unemployment. This includes the following sub regions:

- Downtown San Diego, Mission Hills, Hillcrest, Golden Hills, Barrio Logan, and Southeast San Diego, Southeast San Diego, Southcrest, Skyline, Paradise Hills, Memorial Park, South Park, and Encanto
- City Heights, Chollas View, Rolando, Normal Heights, North Park, College, University Heights, Kensington, Talmadge, East San Diego, Allied Gardens, and San Carlos.
- Linda Vista, Kearny Mesa, Mission Valley, Mission Village, Serra Mesa, Tierrasanta, Mira Mesa, and Scripps Ranch.
- Clairemont, University City, La Jolla, Pacific Beach, Mission Beach, Sorrento Valley, Point Loma, Ocean Beach, and Old Town.

Adult Education Learner - Shared and Unique Populations

| SDUSD Traditional High School Graduate Student (18+) | SDUSD Student who did not complete HSD (18+) | SDUSD Opportunity Youth 18-24 dropped out and/or are unemployed and not attending school | SDUSD ELL “aging out” (18+) | Adults without a HSD/HSE (20+) | Adults who need English skills, citizenship | SDCE CTE Student | Undecided Adult Learner | AE Graduate |
|--|--|--|---|---|--|---------------------------------|---|---------------------|
| Transition ↓ | Transition ↓ | Transition ↓ | Transition ↓ | Transition ↓ | Transition ↓ | Transition ↓ | Transition ↓ | Transition ↓ |
| SDCE CTE ↓ Employment &/or SDCCD credit | SDUSD AE ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit | SDUSD AE or SDCE ASE or ↓ SDCE CTE ↓ Employment ↓ Employment &/or SDCCD credit | SDUSD AE or SDCE ESL &/or SDCE CTE ↓ Employment &/or SDCCD credit | SDCE ASE &/or ↓ SDCE CTE ↓ Employment &/or SDCCD credit | SDCE ESL ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit | Employment &/or SDCCD credit | Career Exploration to determine SDCE coursework ↓ CTE ↓ Employment &/or SDCCD credit | SDCE, Credit or CTE |

2.4 Identifying Goals and Strategies

Three Year Plan Goals, Strategies and Activities

Through the SDAERC planning process, the consortium has developed a set of primary overarching goals and strategies along with corresponding activities aligned with the Student Progress Framework that fulfill the core intent and integration of CAEP programming.

1. Goal: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions.

Strategies & Activities

- a. Explore the development, utilization, and maintenance of an aligned set of common assessment processes, including but not limited to CASAS, to assess at program entry
 - i. Institutionalize and standardize the use of CASAS as the primary skill assessment for ABE/ASE programming for the purpose of course level placement
 - ii. Institutionalize consistent skill assessment processes within member agency programming and between SDCE and SDUSD, as appropriate, to assist in the development of education plans and to support student progress and academic success
 - iii. Explore the development of universal career assessment and career exploration processes between SDCE and SDUSD for the development of career plans to support student interest and choice as part of guided pathway planning
- b. Create and expand curriculum and course offerings that provide clear pathways to employment and further educational pathways as well as reflect community need and labor market demand
 - i. Implement and align ABE and HSDP course content including distance education, online and hybrid content and course materials
 - ii. Implement High School Equivalency programming at SDUSD AE
 - iii. Develop introductory courses as part of career pathways for students to explore different career opportunities
 - iv. Increase CTE articulation agreements between member agencies as well as intra-district efforts for SDCE
 - v. Develop CTE pathway program continuum between member agencies
 - vi. Create short term “Bridge” transition courses
 - vii. Update curriculum standards to foster pre/post level advancement
 - viii. Implement IET models between ABE and ESL courses and CTE
 - ix. Establish additional courses and curriculum to increase occupational skills gains and workforce preparation
 - x. Increase the number of new and updated course outlines and instructional materials
- c. Provide quality support services to promote student success by addressing needs and barriers to help students succeed and stay on their path
 - i. Develop and begin implementation of practices that address student barriers by offering student supports and guidance

- ii. Create opportunities so that students can engage in work-based learning both within the classroom and at offsite locations
 - iii. Expand locations and course offerings to be more accessible to the community as well as between shared student populations
 - iv. Explore, create and implement processes for coordinated student services guidance and advising between member agencies to support program enrollment, with emphasis on CTE programming
 - v. Collaboratively explore the possibilities for student centered processes to effectively incorporate career plans in the development of student education plans
 - vi. Explore the ability to offer support services focusing on the needs of shared and unique special populations for the purpose of supporting transition to further education with emphasis on CTE programming
 - vii. Offer programming and student support services that address the needs of students who experience disabilities including career planning and leveraging partnerships, including with the Department of Rehabilitation
- d. Develop and maintain shared and consistent career guidance that support learners in choosing, entering, and staying on a pathway within and across member agencies
- i. Increase collaborative efforts to provide student centered career guidance and counseling supports between programs and member agencies
 - ii. Host a minimum of one annual student service and counselor convening that is informed by SDAERC and involves cross member agency and instructional representation
 - iii. Create career exploration opportunities such as work based learning as well as activities for students that are portable from HS to CTE to CC to avoid duplicative efforts
 - iv. Collaborate to implement career exploration experiences and scale as feasible
 - v. Develop and sustain community partnerships to offer student engagement activities
- e. Develop and maintain processes, systems and communications to track placement into employment and further education
- i. Explore aligning career exploration and planning systems between member agencies
 - ii. Establish an employment tracking system and process
 - iii. Develop cross agency job placement services to promote workforce entry
 - iv. Further develop relationships with local employers to develop processes and events to support job placement opportunities for students in alignment with regional employer engagement approach
- 2. Goal: Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institutions.**

Strategies & Activities

- a. Collaborate to develop and maintain student-centered common onboarding processes that increase access and align with learner needs
 - i. Assess current and develop revised intake forms and scripts as appropriate with input from each member agency

- ii. Utilize cross agency input in the creation of differentiated orientations by program area, as appropriate
 - iii. Assess the effectiveness of intake and on-boarding processes, iterate, and improve
- b. Conduct targeted student recruitment and outreach to serve student and community need for programming
- i. Target recruitment efforts on key target populations and neighborhoods of need including populations which represent shared customers by member agencies
 - ii. Utilize student “navigators” and ambassadors for pre-enrollment engagement with targeted populations
 - iii. Plan and offer tours with SDUSD Adult Education students, instructors and counselors to promote transition to CTE and credit colleges
 - iv. Incorporate the use of Labor Market Information in promoting programming and conducting outreach efforts,
 - v. Explore options and develop a tracking system to provide data on outreach efforts and outcomes including those conducted between member agencies
 - vi. Review data from outreach efforts and revise outreach efforts as necessary dependent on results of recruitment of targeted populations
- c. Continue to promote and increase awareness and access to CAEP programming and support service opportunities
- i. Conduct media campaigns, utilizing social media, advertisements, and other collateral materials, including joint materials as appropriate
 - ii. Create easy to understand information graphics
 - iii. Ensure adequate student centered signage in all campus locations
 - iv. Develop and update marketing collateral materials
 - v. Develop annual communications plan to encourage awareness and understanding of career pathway opportunities while allowing for results orientated tracking of efforts
 - i. Explore the alignment of SDCE and SDUSD digital presence including website platforms and linkages

3. Goal: Improve and Enhance Data Driven Decision Making

Strategies & Activities

- a. Develop data sharing and collection infrastructure between member agencies
 - i. Determine the feasibility for a data sharing agreement between member agencies in order to share student information for the purposes of recruitment, progress and completion data that adheres to FERPA
 - ii. Utilize K-12 Clearinghouse data to identify targeted SDUSD Schools with low rates of college transition for the purposes outreach and student service transition guidance and counseling efforts
 - iii. Develop a system and share data that tracks concurrent enrollment and waivers between member agencies
 - iv. Utilize, share and integrate the use of data for efficient, accurate placement of students into programs and services within and between member institutions

- b. Identify and determine utilization of data elements to inform program effectiveness and institutional effectiveness
 - i. Utilize data obtained through student surveys or focus groups to inform approaches to increasing course retention and program completion
 - ii. Explore strategic enrollment management initiatives to increase student accessibility to courses and programs and greater likelihood of completion
 - iii. Determine the best methodology to utilize data for measuring improvement in literacy gains
 - iv. Determine and utilize key data needed to measure and support an increase in HSE/HS Diploma outcomes
 - v. Determine and utilize methodology to track transition of students between member agencies
 - vi. Determine and utilize methodology and key indicators to measure and track outreach efforts and outcomes
 - vii. Develop and conduct a survey of incoming students to track outreach, transition, ASE, ESL, and CTE courses attended

- c. Develop, improve, and adopt consortium wide best practices and documentation
 - i. Collaborate to test out and learn effectiveness of collaborative efforts related to student progress, completion and transition
 - ii. Identify measurable data points that support career pathway progress then determine and utilize data methodology to track the data points
 - iii. Profile students to determine key touch points for transitions and determine barriers effecting student success at entry, throughout pathway progress and at completion e.g. try to understand target populations' needs so improved services can be provided
 - iv. Conduct surveys and research which focuses on the needs of key target groups of adult learners and use data to answer the question of what would increase participation for special populations of students
 - v. Utilize and share Launchboard data to determine and document K-12 to CTE transitions
 - vi. Review local data sources and student survey information to make data-driven decisions that identify and assist special populations and increase program recruitment and partnerships
 - vii. Utilize Human Centered Design to collect student-centered data that informs the design of processes, methodologies, services, etc.

- d. Maintain the levels of staffing capacity to manage and plan institutional research activities including an institutional research agenda for data-based decision making
 - i. Assess and build the institutional research agenda
 - ii. Support data-informed decision making across the institution through the provision of data and information that supports program review, enrollment management, student outcomes assessment, and planning
 - iii. Build a culture of data literacy through data workshops and training, seeking to increase data-based decision-making across the institution and consortium??
 - iv. Facilitate institution-wide surveys that support institutional agendas, programs, and that facilitate student success and improvement

- v. Maintain and increase access to data and information via online reports, presentations, and interactive data dashboards
 - e. Utilize Human Centered Design (HCD) as an approach to solving design challenges
 - i. Form, support and task the HCD Teams to understand, capture, propose and pilot holistic learner centered solutions to design issues
 - ii. Participate in State sponsored HCD Professional Development opportunities
 - iii. Utilize learning from first HCD to address findings around academic program structure, new processes for student intake and support, and learner progress tracking
- 4. Goal: Improve and Grow Consortium Collaboration and Professional Development to Support Goals and Integrate Programs**

Strategies & Activities

- a. Train on utilization of common assessments, placement systems, tracking systems, outreach strategies, marketing, website, program offerings & data collection
 - a. Host and sponsor member agency and consortium professional development efforts aligned to SDAERC strategies including:
 - ii. Ensure adequate offerings and equitable access to Professional Development between member agencies as well as across program areas and with cross function participation by faculty, staff and administrators
 - iii. Utilize cross-departmental and cross-organizational approaches to professional development that align to CAEP priorities
- b. Conduct professional develop to support instructional strategies related to the creation and expansion of guided pathways curriculum and course offerings that reflect community need and labor market demand including:
 - i. Provide professional development to instructors to integrate equity and diversity into instructional programming
 - ii. Ensure cross member agency or institutional CTE Articulation agreements between SDCE and SDUSD that maintain functional alignment with coinciding articulation agreements with credit colleges that both SDUSD and SDCE have in place
 - iii. Create opportunities to share best practices and successes for ASE/HSDP online curriculum alignment
 - iv. Facilitate the increase in collaborative relationships between teachers/instructional faculty, counselors and administrators to create a continuum of guided career pathway engagement activities
 - v. Improve connections between student-facing services and classroom programming in planning discussions and goal setting
 - vi. Ensure intentional opportunities are provided to make use of the available data and plan for the usage of that data for programming enhancements

5. Goal: Continue to Maintain and Increase Consortiums Capacity in Identified Gaps in Service

Strategies & Activities

- a. Maintain the increased level of grant and program management including administrative capacity, clerical office supports, and accounting supports related to the increased reporting and accountability associated with CAEP and the SDAERC
 - i. Pursue the support and implementation of a project-based approach advised by the CAEP seven program areas
 - ii. Ensure coordination and accountability provided by additional clerical/office staff assistance with department level planning and training as well as collection and tracking of program level statistical data
 - iii. Enhanced support for communications and student-centered public information materials
 - iv. Ensure coordination of consortium and member agency accountability, staff and financial reporting
 - v. Ensure instructional assistants are provided in key programs across member institutions

Figure 1. Logic Model

Goal Statement: Maintain a cohesive partnership to develop pathways which support adult learners to achieve their basic educational skills and credentials as well as academic and occupational goals through a supportive and guided student centered approach that leads to career and college transitions and fosters the ability to be economically self-sufficient

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes | Long-Term Outcomes / Impact |
|--|--|--|--|--|---|
| <i>In order to accomplish our set of activities we will need the following:</i> | <i>In order to address our problem or asset we will accomplish the following activities:</i> | <i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i> | <i>We expect that if accomplished these activities will lead to the following changes in the next year</i> | <i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i> | <i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i> |
| <p>A. Ample human capital</p> <p>B. Broaden scope of data that is currently available</p> <p>C. Collaborative Outreach Efforts</p> <p>D. Ample professional development</p> <p>E. Ample monetary resources</p> | <p>A.1. Expand and develop: common assessments, placement systems, tracking systems, outreach strategies, marketing, website, & aligned curriculum</p> <p>A.2. Collaborate on program planning: orientations, organizational flow, career pathway performance measures, student “navigators”</p> <p>B.1. Explore the possibility to develop data sharing and collection infrastructure</p> <p>B.2. Integrate data into a process, where feasible for efficient, accurate</p> | <p>A. Evidence of developed and maintained aligned services, programs, and resources</p> <p>B. Evidence of data-driven processes that reduce the number of steps and/or barriers for learners (i.e., location, offerings, registration processes, etc.)</p> <p>C. Evidence of reduced service gap, especially to special populations</p> <p>D. Evidence of knowledgeable employees efficiently and accurately disseminating information to learners.</p> <p>E. Evidence of task completion in timely and strategic methods</p> | <p>A. Collaborative inter and intra-department communication, tutoring, and counseling</p> <p>B. Integrated data collection, technology, and systems across member agencies where feasible</p> <p>C. Expanded reach of programs and services</p> <p>D. Constructed trainings offered for both member agencies</p> <p>E. Improved experience for learners resulting in increased utilization of services, instructional programs and career pathways to achieve goals</p> | <p>A. Establishment of Articulation pathways between SDUSD SDCE, SDCCD, & community partners</p> <p>B. Establishment of cross-member tracking systems and data sharing where feasible</p> <p>C. Increased enrollment and referrals</p> <p>D. Increased institution and learner goal attainment</p> <p>E. Increased transitions and program completions</p> | <p>A. Collaborative job placement services</p> <p>B. Data driven decision making</p> <p>C. Expanded community partner awareness of member agency services</p> <p>D. Timely response to workforce demands</p> <p>E. Increased employment, wages and transfer</p> |

| Inputs | Activities | Outputs | Immediate (Short-Term) Outcomes | Intermediate Outcomes | Long-Term Outcomes / Impact |
|--------|---|---------|---------------------------------|-----------------------|-----------------------------|
| | <p>placement into programs and utilization of services within and between member institutions.</p> <p>C.1. Develop awareness of all adult education opportunities</p> <p>C.2. Develop communication pathways for learners, counselors and faculty within and between member agencies</p> <p>D. Train on common assessments, placement systems, tracking systems, outreach strategies, marketing, website, program offerings & data collection</p> <p>E. Perform the aforementioned activities and evaluations</p> | | | | |

| | |
|-------------|------------------|
| Assumptions | External Factors |
|-------------|------------------|

| Assumptions | External Factors |
|---|---|
| <p>Continued demand for Adult Education Services</p> <p>Changing state funding formulas</p> <p>Continued and level funding for CAEP and SWP Initiatives</p> <p>Launch of the new Student Data system, Campus Solutions, for SDCCD</p> <p>Instructional and Student Services Faculty, staff and administrative level buyin, involvement and support for CAEP strategic direction</p> <p>Continued efforts on the integration of planning efforts and leveraged funding</p> | <p>State funding formula impact on noncredit programming</p> <p>Economic conditions effecting employment demands of employers</p> <p>Economic conditions effecting unemployment rates</p> <p>Economic conditions effecting student availability and readiness for education</p> <p>Political influences, state and federal, on funding projections</p> <p>Political influences on immigration</p> <p>Political influences, internal, on institutional strategic direction</p> |

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

1. Collaborate bimonthly, using the consortium adhoc workgroup structure, to identify and develop at least two aligned services, programs or resources per year that directly or indirectly increase student success outcomes and indicators.

2. Identify and share with all consortia members, at least two data sets twice yearly, December and May, that are currently collected by each member agency. The purpose will be to inform data driven decision making and reduce learner barriers to success and/or increases access to transition. This will allow for documenting a gap in available data by July 1, 2020 to begin piloting aligned data collection process to fill the data gap by October 2020. By July 1, 2021 the consortia will have determined learner success data points informing the development of at least one collaborative cross-member tracking system to be piloted by October 2021.

3. At least once each academic year develop one new collaborative effort focused on directly or indirectly increasing learner awareness of adult educational programming and services. Pilot each new effort for a minimum of three months prior to spring enrollment.

4. Offer a minimum of one collaborative professional development effort involving both member agencies that will result in: two aligned services, programs or resources developed each year; one aligned data collection process; once collaborative cross-member tracking system; and one collaborative outreach effort each academic year.

2.5 Piloting and Implementation

SDAERC will prototype new strategies related to pathway navigation with a focus on guided pathways related to onboarding and student services supports. Prototyping a strategy will include forming a cross functional workgroup, called the “Pathway Navigation” Team which will implement an action plan to strengthen practices related to supporting student entry into the post-secondary educational programming and navigation through their pathway.

The work will support the implementation of a Pathway Navigation action plan and help ensure alignment with SSSP, Student Equity, and Guided Pathways initiatives as a means to leverage efforts, promote systemic reform, and support the sustainability of proposed changes. There will be three best practices produced that focus on the principles of Guided Pathways with emphasis on the pillar regarding “Entering the Path”. After vetting the approach with instructional and student services personnel to ensure buy in and support for pilot the following intended results will be proposed:

- 1) The development of an intake form and practices that is comprehensive enough to facilitate effective referral of students to appropriate programs and services;
- 2) An orientation process that welcomes students to the campus, effectively informs students, through interactive as well as electronic means , of all the programs and services available to them and serves as the first step to integrating students into their pathway or learning communities;
- 3) Career guidance and exploration processes that occur prior to students being required to select their courses of study and are integrated with education planning, thereby ensuring better “fit” for program placement and promoting student determination in selecting majors and courses, and supporting ongoing motivation and eventual completion.

Proposed steps to pilot the strategy will include:

- 1) The development of an intake form and processes which are comprehensive enough to facilitate effective referral of students to appropriate programs and services;
- 2) Create a comprehensive orientation process; and
- 3) Pilot the implementation of common career guidance and exploration before education planning.

Intake: Goal: A comprehensive intake process will be provided to all prospective San Diego Continuing Education students which facilitate effective referrals of student prospects to appropriate services and programs.

1. Findings: San Diego Continuing Education does not have a systematic intake that is used at all campuses. A few campuses have programs with specific intake forms for their students.

2. Strategies: Create a comprehensive general intake process that is given to students prior to enrollment. This intake will be used to provide appropriate referrals for students and to provide proactive differentiated services. Pilot introductory CTE class for two CTE Pathways.

3. Evidence: Data to be collected from a small scaled early implementation with 3 certificate programs using current process (ISIS) and Campus Solutions.

Orientation: Goal: An enhanced orientation process that effectively introduces prospective San Diego Continuing Education students to CTE program faculty (and staff) which helps inform students of their potential career pathways.

1. Findings: Student, faculty, and staff interaction during orientation is not systematic across programs and campuses.

2. Strategies: Develop a systematic method to include opportunities for students to interact with faculty and staff during the program orientation process.

3. Evidence: All CTE program orientations offer an opportunity for program faculty to introduce themselves to prospective students.

Career guidance and exploration before education planning: Goal: Students will have the opportunity to make an informed decision on their program selection based on career assessment results, career guidance provided by San Diego Continuing Education counselors, and/or advised by potential career pathways. San Diego Continuing Education counselors will be provided tools and professional development opportunities to assist in providing career guidance and exploration.

1. Findings: Career guidance is only mentioned during orientation when other services are offered.

2. Strategies: Students will be offered a career assessment prior to program enrollment. The results will help determine if the program will be a good fit for them. Students will also have the option of being referred to San Diego Continuing Education career centers for further career services to be provided by San Diego Continuing Education counselors and ambassadors.

3. Evidence: Data to be collected from students to determine the amount of career assessment activities provided and to the extent that career assessments impact program selection.