

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 7, 2018, 11:36 PM UTC

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Plans & Goals - Consortium Approved

Executive Summary

Vision: The South Bay Adult Education Consortium/Southwestern is committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. Members offer well-aligned educational programs that provide the region's adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school diploma or equivalent, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce. Adult education includes programs designed specifically for adults with disabilities. Accomplishments of Prior Year: -Members provided ongoing AEBG noncredit and adult education courses. -Marketing plan implementation included modifications to the consortium website, development of a Twitter and Instagram account, and continued delivery of a Facebook ad. -SWC curriculum development resulted in over 20 new/revised courses and programs that will be offered to meet the needs of the community. Progress was made toward code alignment, needs assessment, the development of enhanced student services for noncredit students (assessment, orientation, education planning, and counseling), and toward the campus-wide effort to provide a noncredit ID card that allows noncredit students access to the following services: library, tutoring, Child Development Center childcare discounts, health services, Disabled Student Services, employment services, veteran services, student discounts in the community, and participation in student organizations. SUHSD served over 10,400 adult students in an array of high-need areas: ESL, Citizenship, ABE, HSD/HSE, and CTE. SUHSD restructured the Professional Learning Community process to focus on professional development around creating formative assessments, promoting completions, and improving internal consistency of curriculum implementation. Two staff release days were devoted to accelerate transition to AEBG alignment division-wide. Primary goals for the upcoming year: To maintain/increase the number of students served consortium-wide, SWC may offer new noncredit AEBG courses at adult school facilities, libraries, etc., and SUHSD may offer new adult ed courses at SWC facilities. Student ed planning and goal setting will become an institutionalized process for all AEBG students. Adults with disabilities will receive the appropriate service based on their individual need. All planned allocations are consistent with the 3 year plan.

Regional Planning Overview

A consortium-wide summit was held in Spring 2018 to foster further relationship building among members. A mix of faculty, teachers, counselors, administrators, and classified staff were in attendance. Recommendations were made that we will use to inform our next 3 year plan, and we have plans to make the summit an annual consortium event. We will brainstorm other stakeholders that should be in attendance of this annual event, including community partners. Our current workgroup structure is curricular in nature and is organized by program area. We will discuss a possible restructure and broadening of workgroup participation in order to better align with the broader AEBG goals, and to better inform our marketing and outreach practices. We will also utilize the recommendations from the current AEBG field teams to inform our 3 year planning process. The overarching roadmap for strategic planning includes: - Professional development around

establishing a planning mindset - Understanding where we are by mapping out our current capacity, resources, and environment - Immersion into identified areas for improvement using data resources and stakeholder input. This will include discussions around our consortium structure, governance, and shaping a definition for member effectiveness. - Development of strategies and tactics to improve pathways and ultimately, student outcomes. The upcoming strategic planning process will be different than the original process that occurred over 3 years ago in that we will be able to leverage the relationships that we have built over the past few years to better create concrete outcomes for our collective students.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Within the boundaries of the South Bay Adult Education Consortium/Southwestern, there is a great need for ESL. Comparatively, ESL course offerings among consortium members is not sufficient to meet the need.

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

The community of need data for our consortium describes a population of over 41,000 adults with limited English proficiency. Our data indicates that we are serving approximately 7,700 students in AEBG ESL programs in CUSD, SWC, and SUHSD.

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

SWC and CUSD plan to expand ESL course offerings within the community.

Regional Need #2

Gaps in Service / Regional Needs

Student educational planning and goal setting practices have been minimal across the consortium.

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

The consortium recognizes that the alignment of programs is a precursor to successful educational planning and goal setting. Program alignment and educational planning and goal setting have been occurring simultaneously for some programs and students. However, there has been no systemic process to ensure that all AEBG students receive educational planning services.

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

The goal is to allow for all AEBG students the opportunity to establish a form of student educational plans. Members will develop their own internal procedures to track their progress on reaching this goal. SWC will develop an adult learning community cohort model for support services. SUHSD will formalize the process of Student Orientation Assessment and Results (SOAR) as a requirement before any new adult student may enter a course. This process includes a goal setting protocol that will lead to a student learner plan.

Regional Need #3

Gaps in Service / Regional Needs

Support services for AEBG adults with disabilities have been minimal across the consortium.

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

The consortium has made progress in creating awareness of the needs of adults with disabilities by providing consortium-wide professional development. Also, the Student Support Services consortium workgroup has developed initial processes to identify adults with disabilities, and have identified points of contact to direct students to the proper services. However, more work is

needed in order to create systemic processes to ensure that all AEBG adults with disabilities receive support services based on their individual need.

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

Efforts are being made to establish procedures to more accurately identify adults with disabilities in our AEBG programs. We will utilize the resources available to SWC students, and also of the resources offered through our community partners such as the Department of Rehabilitation and San Ysidro Health Center.

Gaps In Service

New Strategies

Strategy #1

SWC and SUHSD will - Identify the gaps in their own internal pathways, implement existing plans around WorkAbility, and explore ways to connect entrepreneurship to CTE programs where applicable. - Provide for collaboration between SUHSD Adult Ed counselors and SWC counselors at Higher Ed campuses, to facilitate transitions between Adult Ed and SWC.

Strategy #2

We will restructure workgroups to better identify consortium-wide gaps, and workgroups will include representation from consortium partners: - A marketing workgroup will be created to identify gaps in marketing practices across the consortium - The Student Support Services workgroup will work toward building bridges for students across the consortium partnership - A Seamless Transitions workgroup will be created to inform easier transitions into the workforce

Strategy #3

We will: - Utilize labor market information to identify gaps in CTE. - Continue to support the AEBG programming with AEBG coordinators for data and curriculum, and AEBG clerical staff.

Strategy #4

SWC will - Evaluate and support improvement in ESL as part of program review - Establish a mobile student services unit for outreach, assessment, and ed planning - Utilize the CTE Transitions Grant to further work with adult schools - Explore the role of an ESL Advocate or other peer support model - Establish the role of a Transition Specialist - Continue to support the AEBG programming with a part-time: AEBG coordinator, AEBG data analyst, and Dean who oversees all AEBG activities

Strategy #5

SUHSD will - Offer higher level math - Incorporate more writing into the lower levels of ESL - Continue re-aligning CTE courses to local industry needs - Continue to operate adult schools including certificated and clerical salaries, operating expenses, and supplies to deliver the following AEBG programs: ESL, Citizenship, ABE, ASE, and CTE.

Seamless Transitions

New Strategies

Strategy #1

As in previous years, we will continue to offer SWC NC 90 Retraining Readiness and SWC NC 220 Transitioning to College ESL at adult school sites for those adult school students who have expressed interest in transitioning to SWC. We will expand these course offerings to multiple locations.

Strategy #2

At the beginning of each semester, SUHSD will implement a new Student Orientation Assessment and Results (SOAR) program, where adult school students will receive a comprehensive orientation to all of the pathways and services that are available to them. We will analyze ways to incorporate consortium navigators and SWC resources into this process for the future.

Strategy #3

We will explore scaling the TRIO peer ambassador model to assist those students interested in transitioning to SWC.

Student Acceleration

New Strategies

Strategy #1

SWC will: - Modularize curriculum with entry/exit points between modules where applicable - Create pathways with multiple on-ramps and off-ramps - Share implications of AB705 with consortium members - Modify student placement in regards to incorporating multiple measures, and identify metrics - Review articulation agreements and identify areas for modification

Strategy #2

SUHSD and SWC will: - Evaluate student progression through programs and co-enrollment models - Make improvements to IET (Integrated Education & Training) - Evaluate current reading and writing courses and requirements - Clarify student progress indicators

Strategy #3

SUHSD will implement a form of improved managed enrollment and orientation

Professional Development

New Strategies

Strategy #1

To expand working knowledge of the delivery of AEBG courses and services at each member district, and to uncover areas for further collaboration: - A group of administrators from around the consortium will tour each other's facilities. - Faculty from each member district will observe their counterparts at other member agencies. - TRIO/EOC and SUHSD counselors will collaborate with SWC counselors to determine ways to improve student transitioning, case management, and student ed planning.

Strategy #2

We will publish a consortium PD calendar to include trainings hosted by members, state and local conferences, and AEBG TAP. Training hosted by members would be open to any other interested members. The calendar will include, but is not limited to: - Accelerated Student Learning (AEBG TAP) - Student/Human Centered Design (AEBG TAP) - Launchboard (AEBG TAP) - CCAE - CASAS/TOPSPRO data analysis - AEBG TAP Webinars - AEBG State Summit - Reading Apprenticeship - Plenary - Curriculum Institute

Strategy #3

SUHSD will - Expand the usage of their student information system (Infinite Campus) to connect with current and potential students. This includes training on how to use text and email messaging through Infinite Campus for outreach to current adult students, and to parents of current 7-12 students. - Incorporate Customer Service training for classified staff into the monthly PLC schedule.

Leveraging Resources

New Strategies

Strategy #1

We will draft the following consortium-wide agreements: - Student data sharing - Facilities use

Strategy #2

Taking a regional approach to the planning of CTE programs, we will - Establish shared industry councils - Include consortium members and partners in the planning of and assisting at SUHSD's annual Workforce of the Future event - Establish a two-way informational process where new curriculum relevant to AEP program areas is presented to the consortium, and also where consortium-wide work is presented to the individual member curriculum processes.

Strategy #3

We will continue to leverage existing partnerships, including but not limited to: - San Diego/Imperial County Super Region - San Diego Workforce Partnership - Workforce Development Board - Economic Development Board - South County Career Center - Pre-apprenticeship/Apprenticeship programs - Chula Vista Adult School Testing Center

Strategy #4

We will establish channels for regular input from all stakeholders including students, faculty/staff, and community partners in the form of a consortium-wide summit and community forums.

Strategy #5

We will establish a regional teacher pool of interested potential candidates for future employment opportunities around the consortium. The pool will include the qualifications of each potential candidate.

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.

The planned allocations for CUSD, SWC, and SUHSD for 18-19 are consistent with the annual adult education plan, which is based on our AEBG 3 year plan, in that all three members will continue to provide programs and services outlined in our 3 year plan, and are committed to realizing the strategies outlined in the 18-19 adult education plan.

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

We will focus remaining carryover funds at the consortium level for marketing and outreach activities including, but not limited to: - Establishing a marketing and outreach plan with an emphasis on ESL students and Adults with Disabilities - Setting up a consortium table at back to school nights at elementary, middle, high schools, and at adult student events such as Viva Vida - Aligning catalog production schedules and/or co-print one consortium catalog - Utilizing a job developer/outreach specialist to help students with career exploration, job placement, and internships Remaining carryover funds from SWC and CUSD will be incorporated into member budgets and workplans for 18-19.

Certification

Coronado Unified School District, Member Representative

Megan Battle

Approved

2018-08-07

Southwestern CCD, Member Representative

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Approved

2018-08-07

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2018-08-07



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