

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 14, 2019, 5:17 AM UTC Cynthia Nagura

20 San Diego East Region Adult Education

Plans & Goals - Consortium Approved

Executive Summary

We are creating a system for Education That Works. Transitions That Matter. Students Who Succeed. We envision a system that is built for agility, intentionally diverse, and working with a purpose. Accomplishments: Designed strategic plan with broad stakeholder input, clearly defined, SMART goals, and solid commitment by stakeholders; Articulation agreements for "Medical Terminology" and "CompTIA ITF and A+ certification;" Program development for tribal communities/Mt. Empire region (two new programs, "MS Office and Google Suites" and "Child Development/Parent Success"); Specialists support students through education planning, referrals to address barriers, and connections to programs that get students to their long-term goals. In 2018-19, transition specialists supported more than 100 students in matriculating directly into credit-bearing, transferable college courses and 14 students in being accepted into the College Promise program; Transition specialists have adapted their work to support outreach that extends to Mt. Empire's community; Medical career programs consistently deliver high-quality training with a completion and certification rate > 87%; Outreach successes include active presence and user engagement on Twitter, Facebook, Instagram, LinkedIn, and YouTube; Customization and piloting a student success system and a learning management system; Integrated Business Engagement Coordinator and thereby attract substantial buy-in from business community. Introduced business services roundtable to develop CAEP population specific, meaningful career training paths and explore earn and learn models that lead to quality jobs; Introduced user-friendly job board and feature events such as bi-annual career fairs, industry tours, weekly employment-related workshops, and job shadowing; GAE developed ongoing leadership team comprised of PLC leads; Collaborated across institutions and worked with CAP trainers from Cuyamaca to develop shared understanding of acceleration strategies and program design principles. Primary Goals: 1) Improve Integration of Services through Professional Learning. The three members have allocated substantial funding to: Design blueprints for PD, including the use of Canvas for PD; Develop pre-planning /needs and post-training assessment tools; Implement Canvas/phase 1: systematic training and integration of at least 1 - 3 blended learning classes into each program; Hire of PD coordinator; Maintain six consortium-wide workgroups. 2) Improve Transitions through Acceleration & Alignment: Six paths will become the foundation for a system that can respond just-in-time to the needs of employers and the community and is aligned with the Guided Pathways initiative. Partners will track student progress jointly: Map paths and design detailed maps for at least 4 CTE programs; Implement IET and modules for language, academic and digital competency aligned with paths; Design two new programs for Mt Empire community; Customize Canvas for paths; Develop at least 2 articulation agreements. 3) Improve Integration of Services through "high-touch" onboarding that clarifies programs and expectations, identifies critical milestones, highlights necessary strategies for success and promotes self-agency: Integrate online/onsite orientation modules customized to specific paths and cohorts; Implement students-transition specialist meetings for initial orientation and intake; Begin implementation of assessment of prior work and life experience and multiple measures; Establish student success center. 4) Improve Transitions through Student-Centered Services & Assessment: Provide access to high-quality transition, advising, academic support and job placement services for nearly all students, throughout and beyond time spent within the consortium: Implementation of early alert system; Begin integration of virtual and onsite support, incl. embedded tutors and counselors; Begin development of cohort-specific assessment tools; Develop cohort-specific support structures for MEUSD career training; Develop project plan for co-location of mental health and dis/ability services. 5) Improve Transitions through Business Engagement: Host sector/business roundtable to inform program development; Collaborate with industry and workforce development partners to provide work-based opportunities and services; Develop business engagement strategies for the Mt Empire region; Host bi-annual job and apprenticeship fairs, regular industry tours, employment related workshops and a job board; Develop concrete partnerships with regional Strong Workforce Initiative and regional career centers to increase visibility and utilization of adult ed; Measure ERAE program performance against business metrics and identified regional and local priority sectors and occupations; Engage GCCCD Institutional Effectiveness teams in development of data protocols and routines across institutions; Develop at least two new CTE/IET programs. 6) Outreach&Marketing

Regional Planning Overview

Six strategic goals have been set to align with the major concepts behind CAEP. To be effective, the six strategies must work together (aligned horizontally and operationally); our shared capacity and success to implement six broad education and

career paths and support modules, for example, will be contingent on the effectiveness of our training and education architecture. For each strategy, we already conducted or are completing a needs analysis and already mapped or are mapping out action steps (and logic models). Employing best practices of human-centered design, we are designing a systematic approach for each strategy. Six work groups, aligned with six strategic goals, will advance the work of the strategic plan and ensure that activities designed to meet our goals will be implemented effectively. Workgroups have co-chairs who represent all programs and will include college faculty members, GAE instructors and/or staff, and MEUSD staff from each of the instructional program areas. Co-chairs will coordinate the work of their respective group and participate in steering committee meetings. The consortium's steering committee will meet regularly in support of faculty, instructors and staff at each member site and facilitate at least one information session for the wider community. Groups and committees will also receive counsel from the PD coordinator and the consortium's leadership. The consortium will communicate milestones and challenges to ERAE's Governing Board quarterly.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

ONE: Regional Economic Disparity. While the region as a whole shows signs of a strong economy, communities within our region are among the most challenged in the county. The 2019 unemployment rate of 3.8 percent for East County is typical for the consortium area overall, and an indicator of a still thriving labor market. However, a more granular look complicates the picture: In the same timeframe (2013-2017), within approximately 10 city blocks of El Cajon, in which 41% of the population are foreign-born, the poverty rate increases by 8 percent, and the unemployment rate by 6 percent. 30.7% of households make less than \$20,000 annually. This is among the lowest income neighborhoods in all of San Diego County.

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

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence) and utilizing data available through Launchboard, BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

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

More students transition with ERAE to additional adult education programs, community college or other training or education programs. More student work in jobs in their field, with better wages. Students increase wages. More students earn a living wage. Quality Indicators: Paths characteristics and design features Evaluating participation (length, duration, certification availability, targeted population, industry focus; academic goals) and effectiveness of key elements (sequence, use of skill assessments, role of support services, approach to curriculum design and delivery, employer engagement) Participant characteristics Evaluating the effectiveness of targeted programming Implementation metrics Evaluating the effectiveness of introducing innovative pedagogy and methodology (also professional development) Shared performance metrics Education, training and labor market outcomes- Braided services for WIOA Title 1 and Title 2 recipients

Regional Need #2

Gaps in Service / Regional Needs

TWO: Low Wages. For our region, realities haven't changed much between 2014 and 2019. El Cajon and the East Region overall still have one of the highest poverty rates in San Diego County (26.7% reported for 2016). Poverty is foremost experienced among American Indians and Hispanics but also among many community members who are considered English Language Learners (ELL). Many of them work in low-income jobs, with very little opportunity for advancement. In addition, Grossmont Union High School District's student population has been in declining enrollment for the past six years, but the number of students identified in significant subgroups (low income, English learners, foster and homeless youth) has been rising. Again, this will have a direct impact on our adult education programs, which most likely will have to increase focus on support for students who are transitioning out of high school without a diploma and in adult learners who need re-training or "up-skilling" when recession changes labor market dynamics. Over the same time span, the real hourly wage for all of San Diego County has also declined, while housing costs have not.

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

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Regional Need #3**Gaps in Service / Regional Needs**

THREE: Lack of Middle-wage/Mid-skills Jobs. The trend, "Growth without recovery," is exacerbated by the fact that our region saw some growth in high wage/high-skills jobs, a lot of growth in low wage/low skills jobs, and very little growth in the middle. When limiting educational attainment to between a HS Diploma/GED and an Associate Degree (listed as minimum qualification in job postings), many of the occupations that are adding the highest level of annual jobs do not meet the self-sufficiency wage for San Diego County of \$15.99/hour. The top four occupations by number of annual job openings within consortium boundaries in 2018 were teacher assistants, childcare workers, food preparation and service workers, and electricians. More specifically, only one of the top 10 East Region occupations by the number of annual job openings has an entry-level wage that surpasses the threshold of self-sufficiency.

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

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Regional Need #4**Gaps in Service / Regional Needs**

FOUR: Skilled and Highly-skilled Workers in Low-skills Jobs. When employers require HS Diploma/GED as a minimum qualification, many of our consortium's students are at a disadvantage. Approximately one-third of East County residents are foreign-born. The city of El Cajon has a large Iraqi immigrant population (consisting of both Arabs and Chaldeans); the East Region more generally has been among the largest refugee resettlement areas in the country. Though we are experiencing a major decline in the number of refugee newcomers, our region is still home to a very high number of refugees. There are approximately 773,100 immigrants living in San Diego County (customized data provided by the Institute for Immigration Research, March 2019); 86,099 residents in the East Region are foreign-born. More than 47,000 of East Region residents can be considered English Language Learners (ELLs). Overall, the East Region has welcomed more than 20,000 refugees and the majority have arrived in the last ten years. Often not in possession of an American HS diploma, or state/board-recognized licenses and certifications, refugee newcomers have been facing additional obstacles when looking for work. Through refugee resettlement and CalWORKs programs, many of them have been placed in employment within nine months upon arrival and thus were supported into taking first steps into self-sufficiency. However, many of them were also placed into low-income jobs, without much support for gaining English language competencies or for career development. In a labor market in which most employers desire a certificate, associate degree from a community college or a bachelor's degree and require experience of more than two years in a related field, refugee newcomers and many of ERAE's current and potential students are at a disadvantage.

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

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence) and utilizing data available through Launchboard, BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

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

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Regional Need #5

Gaps in Service / Regional Needs

FIVE: Need for Support for Newcomers. The refugee newcomer community is not homogeneous. As a consortium, we are also charged with addressing the significant and wide range of the needs and goals of learners who are not familiar with the U.S.-American educational workforce training systems, or who might have suffered injuries and trauma that preclude them from working. (Refugees from the Democratic Republic of Congo, for example, might have spent their entire lives in refugee camps, without access to work opportunities and/or sufficient medical support. They might have little to none social capital and suffer from marginalization.) Facilitating and supporting not just economic but also linguistic and social integration of groups with very different cultural backgrounds, therefore, is of importance.

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

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence) and utilizing data available through Launchboard, BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

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Regional Need #6

Gaps in Service / Regional Needs

SIX: Small Businesses are the Majority. San Diego's East County has approximately 75 businesses with less than 100 employees; 62 percent of them have less than 50 employees. Overall, employers understand the need for training, especially to close skills gaps related to changing technologies, workplace effectiveness and interpersonal skills. However, employers also seem reluctant to use external training and education professionals, because they feel their needs are unique or there are not enough opportunities available. Clearly, ERAE has to be better known and become more agile in meeting the needs of employers and their incumbent workers. Employers in the region are generally open to exploring apprenticeship and internship models. Our consortium, therefore, has an opportunity to develop alternative training models that might include work-based learning models such as mentoring, tailored training, and job shadowing.

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

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence) and utilizing data available through Launchboard, BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

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

Program effectiveness Did participants increase English language skills because of a specific class/path (e.g., IET)? Did participants experience wage increases 180 days after completing a certification through training? What was the magnitude of these changes on average? As a result of training, did participants feel more qualified to compete in the labor market? Did participants feel more empowered to drive their own career progress? Did they have a better understanding of what to look for in a quality job? Did employers find value in this program? Implementations Is this plan responsive to the unique needs of our students and business community members? Has the number of certificates recognized by regional businesses increased?

Regional Need #7

Gaps in Service / Regional Needs

SEVEN: Flat Growth Rate. We need more programs that provide service-learning, mentoring, internship and other work-based opportunities as well as access to counseling and other support services for adult learners who have unique prior work and life experience, face unique institutional barriers and arrive or return to education and training later in life, with a unique sense of urgency. In the East Region, 32 percent of the population are under 24 years old; the percent of individuals under 35 years old is projected to decline by 3 percent by 2028. 54 percent of the population are older than 34 years; by 2028 the East Region's 35 years or older population will make up 57 percent of the population. Overall, the population in the East Region is not expected to grow.

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

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Regional Need #8**Gaps in Service / Regional Needs**

EIGHT: Lack of Employment Opportunities. There are more qualified workers in most occupations than there are jobs for them in the East Region, demonstrated by the number of occupations with net outflows. This means that many residents commute to other areas of San Diego for work. This is very important to communicate to students, but should not deter us to train individuals, as there are likely to be opportunities in other parts of the county. Further, annual openings are still projected to occur within the region over the next several years. On average, less than one percent of priority occupation jobs are within rural areas.

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

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence) and utilizing data available through Launchboard, BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

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Regional Need #9**Gaps in Service / Regional Needs**

NINE: Lack of Access to High-Quality Programs for Individuals with Recognized and Unrecognized Barriers to Employment. We must respond to unprecedented pressures to focus on the education of adults as a means to strengthen the economy, build sustainable communities, and ensure that resources exist to serve those most in need. Inadequate attention to the education of adults will compromise the attainment of all of these goals. The data above reflect important facts about our consortium and about our current and future customers and students. We are striving for equality of opportunity and practices in a transformed system that allows for education and training to become a lifelong practice; we have yet to develop better structures to increase access to high-quality programs for individuals with recognized and (still) unrecognized barriers to employment and successful careers

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

With the support of regional partners (SANDAG, San Diego Workforce Partnership, Centers of Excellence) and utilizing data available through Launchboard, BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis. In addition, we aggregated data through our attendance management system, TopsPRO and - importantly - through staff and student surveys. (For detailed information, please consult our Three-Year Comprehensive Plan.)

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

Program effectiveness
Transition metrics
Data for participants enrolled in adult ed. before taking classes, before and after transitioning to postsecondary programs or employment, retention rates
Did enrollment and retention increase by providing orientation (also in multiple languages)?
- Did barriers decrease for disproportionately impacted students?
Did participants increase needed skills because of a specific class/path (e.g., IET)?
As a result of training, did participants feel more qualified to compete in the labor market? Did participants feel more empowered to drive their own career progress? Did they have a better understanding of what to look for in a quality job?
Did students and employers find value in this program?

Gaps In Service

New Strategies

Strategy #1

Improve Integration of Services through Professional Learning: Establish a sustainable learning and working/professional development environment for consortium members, teachers, and staff.

Strategy #2

Improve Integration of Services through Holistic Assessment of New Students, Outreach and Engagement: Establish “high-touch” onboarding processes designed to support first-time students make informed choices, plan across programs, and identify next career steps and goals aligned to their skills and interests and regardless of entry point or level.

Strategy #3

Improve Transitions through Student Assessment and Student-Centered Services: Provide access to high-quality transition, advising, academic support and job placement services for nearly all students.

Strategy #4

Improve Transitions through Business Engagement and Alignment with industry and community-based organizations: Strengthen the network for partnership and collaboration to provide students with opportunities for employment and professional growth across the region.

Strategy #5

Improve Integration of Services through Outreach and Inclusion: Develop internal as well as external marketing strategies to raise awareness of opportunities and practices in an adult education system that allows for education and training to become lifelong practices.

Seamless Transitions

New Strategies

Strategy #1

Introduce “high-touch” on-boarding that clarifies programs and expectations, identifies critical milestones, highlights necessary strategies for success and promotes self-agency:

Strategy #2

Integrate online/onsite orientation modules customized to specific paths and cohorts.

Strategy #3

Implement students-transition specialists meetings for initial orientation and intake.

Strategy #4

Begin implementation of assessment of prior work and life experience and multiple measures.

Strategy #5

Establish student success center.

Strategy #6

Begin integration of virtual and onsite support, incl. embedded tutors and counselors.

Strategy #7

Develop at least two new CTE/IET programs, align with college programs.

Student Acceleration

New Strategies

Strategy #1

Six paths will become the foundation for a system that can respond just-in-time to the needs of employers and the community and is aligned with the Guided Pathways initiative.

Strategy #2

Map general paths and design detailed maps for at least 4 CTE programs.

Strategy #3

Implement IET and modules for language, academic and digital competency aligned with paths.

Strategy #4

Design two new programs for Mt Empire community.

Strategy #5

Customize Canvas for paths.

Strategy #6

Develop at least 2 articulation agreements.

Strategy #7

Begin development of cohort-specific assessment tools.

Strategy #8

Develop business engagement strategies for the Mt Empire region.

Professional Development

New Strategies

Strategy #1

Design of blueprints for a systematic PD model

Strategy #2

Implement Canvas/phase 1: systematic training and integration of at least 3 blended learning classes into each program

Strategy #3

Develop pre-planning/needs and post-training assessment tools

Strategy #4

Hire of PD/LMS coordinator; Maintain six consortium-wide workgroups.

Strategy #5

Engage GCCCD Institutional Effectiveness teams in development of data protocols and routines across institutions.

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

Improve Transitions through Partnership and Business Engagement: Develop a partnership and collaboration network to provide students with opportunities for employment and professional growth across the region. When our students have opportunities to enroll in programs and classes with high employment potential, education works. In addition to the established CAEP metrics (improved literacy, completion of HSD/HSE, completion of post-secondary certification/degrees/training programs, placement into employment, increased wages), ERAE program performance and progress will be measured against business metrics and identified regional and local priority sectors and occupations. In our East Region, these sectors are Healthcare, Leisure & Hospitality, Construction, and Education. The sector lens will be particularly useful when we engage groups of businesses in the area and develop business engagement strategies. Engagement will unfold in three distinct ways:

Strategy #2

Develop project plan for co-location of mental health and dis/ability services for GAE students on college campuses.

Strategy #3

Host sector/business roundtable to inform program development.

Strategy #4

Collaborate with industry and workforce development to provide work-based opportunities and services.

Strategy #5

Host bi-annual job and apprenticeship fairs, regular industry tours, employment related workshops and a job board.

Strategy #6

Develop concrete partnerships with regional Strong Workforce Initiative and regional career centers to increase visibility and utilization of adult ed.

Fiscal Management

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

Allocations solely support our student-centered programs and services. Accordingly and based on the needs analysis, the consortium members agreed to allocate funding in ways that allow us to close equity gaps (through more IET classes, new CTE classes for MEUSD and work-based learning, for example) and to provide on-boarding and support services. The colleges'

CAEP funding goes to staff working directly with GUHSD and MEUSD students. All budget decisions are made through a collaborative process and unanimously and reviewed by the consortium's governing board.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

We are currently integrating a Learning Management System across GAE and MEUSD. Carry-over funds will be allocated to the customization and training of all staff. In addition, with the opening of a Student Success Center in the Fall of 2019, we are planning on being able to provide counseling services through certified staff who will be hired over the next two months. Last but not least, we are allocating carry-over funds to the development of at least one additional program in our Mt Empire region.

Certification

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2019-08-12

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2019-08-14

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2019-08-12



California
Community
Colleges



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