

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 13, 2021, 04:10 PM UTC Patrick Keeley

20 San Diego East Region Adult Education

Plans & Goals - Consortium Approved

Executive Summary

In many ways, 2020-21 was a year of paradox: Facing the unprecedented challenge of the health pandemic became a daily regimen; adapting to teaching remotely isolated students and staff but also brought them together as a community; and the often unsettling recognition that racism is embedded deep and wide across our society led to an auspicious series of conversations, workshops, and curriculum review. Regardless of challenges and also, paradoxically, because of them, ERAE was able to meet many of the benchmarks identified in the consortium's Three-Year Strategic Plan and the annual plan for the academic year of 2020-21. The year saw: a) the refinement and adoption of consortium-wide measurements to guide and define consortium success; b) the implementation of a professional learning series focused on equity, cultural responsiveness, assessment, and backward design; c) the customization of the LMS (Canvas) to consortium member-specific needs and blended learning environments, the further implementation of pathways and accelerated education opportunities (SB 554, in particular); d) the number of students (n=91) matriculating and successfully transitioning to college holding steady despite all challenges; e) a substantial partnership with the Regional Consortium (Strong Workforce) and the regional AJCCs as well as a thriving business roundtable that enabled us to connect job seekers to pandemic-resilient jobs; f) an extended outreach initiative; and g) members coming together with regional stakeholders and community leaders for a summit that set the stage for the 2021-22 planning process and the next Three-Year Comprehensive Strategic Plan. Member districts were able to: a) provide devices to students and staff; b) introduce new digital literacy classes and a welding program; c) offer selected programs in-person, with special permission from districts and the county; d) introduce new tools and equipment to support healthcare students train under pandemic restrictions; e) provide staff with significant professional development to support remote teaching and learning; f) the initial design of online and onsite orientation modules and a pivot to e-testing; g) create more equitable learning opportunities by hiring interpreters; h) and implement a new welding training program at MEUSD, already growing and in its third iteration. The consortium saw a significant drop in students attending programs (1574 students or 20 % less than in 2019-20) and an increase of 6 percent (n=2698) in students attending less than 12 hours of instruction. (Though there is no direct correlation, the total population of our consortium's geographic region also decreased by an unexpected 15%, to 507,712 individuals). Students who were able to stay with us throughout the year achieved CAEP outcomes for post-secondary, employment, and transition to post-secondary comparable to 2019-20, which speaks to their and their teachers' resilience, agility, and adaptability. GAE saw an increase in students graduating with a High School diploma (n=149; 63 more students than in 2019-2020). Adult Ed programs usually see students returning to their HS studies when there is a lack of employment opportunities; 2020-2021 also saw students returning who had dropped out at the height of the pandemic. GAE's medical career programs delivered high-quality training with a certification rate above 85% consistently, even under challenging conditions, such as delayed internships. The pivot to remote learning didn't benefit all students equitably. Of the more than 2,000 students with whom advisors, transition and other specialists met, more than half expressed that access to and training on educational technology, training support to understand and access financial and other resources, and clearer understanding of the connections between education, training, and career would be the most helpful resources for them to get and stay engaged. The students' insight and comments illustrated just how important our efforts to support resilience building and broaden essential career training opportunities are. The seismic events keep affecting all of us; they are a stark reminder that education and resources are not balanced and available to all. The pandemic also accelerated the nature and extent of change in the world of work. It demonstrated that there is a pivotal role for adult education to play in innovating and collaborating more closely with business partners to find new ways to train and help adults, especially those in "essential" jobs, become qualified for crisis-resilient employment opportunities and less vulnerable to economic changes. Moving forward, ERAE's primary goals will focus on meeting and, if needed, amending or adapting previously determined strategic goals to the post-pandemic world. The six strategic goals identified in 2019 remain as relevant as ever. Our consortium stands for Education That Works, Transitions That Matter, and Students Who Succeed.

Regional Planning Overview

ERAE will execute the planning process initiated at the January 2021 summit. Task forces will engage under the guidance of an advisory council that will lead the planning process to maximize the consortium's ability to address CAEP State Priorities and

target the specific needs of our East region communities. The planning process will be driven by a data research project conducted by an inquiry team and in partnership with WestEd. The team will identify key findings and make recommendations regarding possible changes to or further implementation of services, practices, and procedures. Task forces will be challenged to develop strategies that benefit a collective impact ecosystem and create common targets for adult ed, non-credit and credit, and industry practitioners to develop transitions from adult into postsecondary education, college, and career. The advisory council will bring together SDWP and postsecondary education leadership to explore opportunities for shared practices that address CAEP priorities. Professional Learning Year 2 will address specific challenges with an emphasis on co-creating equitable educational opportunities and spaces for student engagement. Focusing on the connections between accessibility and equity, gaining the skills to tailor education to establish equity, we strive to grow as a community of learners. Further curriculum development is also crucial for the completion of our pathway mapping project that identified six broad paths for increased consistency and more personalized levels of training and services. "Career Essentials" classes will be refined to serve as bridges from onboarding, ESL or ABE to pathways classes. Supplemented with IET classes where suitable, Career Essentials will prepare adult learners for transitions to post-secondary training and/or apprenticeships in an accelerated manner and help them become more agile in the labor market. Utilizing educational technology and platforms, bridge classes will also provide increasingly accessible, just-in-time and relevant modules. Fast-tracking students for transitions to college and post-secondary CTE classes will require further alignment of assessment processes for measuring student skills and progress. An aligned assessment process might start with a student registering with one of the members' programs or before, during outreach and marketing events. Key to the consortium's efforts and success overall will be a combination of the right outreach, the right variety and sequence of program offerings, and the right types of support at a time when our communities are changing in three major areas: population, number of jobs by industry, and the escalating housing and living costs. According to the "Subregional Profile" presented by the San Diego-Imperial Center of Excellence in June 2021, the number of individuals older than 65 year is projected to increase by 25 %, and the number of individuals under 35 is projected to decrease by five percent. We need more programs that provide service-learning, mentoring, and other work-based opportunities for adult learners who have unique prior work and life experience and arrive or return to education and training with a unique sense of urgency. The labor market will most likely see the further decline in jobs that were traditionally available in the East Region: Retail (projected change is minus three percent); Manufacturing (projected change is minus nine percent); Wholesale Trade (projected change is minus ten percent); Information (projected change is minus 33 %); and Utilities (projected change is minus nine percent). The number of jobs is expected to increase from 171,654 to 178,745 (an increase of 7,091 jobs or four percent and foremost in the city of El Cajon). A comparison to projected growth of six percent across San Diego County and a projected growth of seven percent across CA points to another potential challenge: the need to commute will grow, especially for adults living in the Mtn Empire region. Most growth is projected for Health Care and Social Assistance (23 %), Accommodation and Food Services (seven percent), Transporting and Warehousing (five percent), and Educational Services (23 %). Growth and high need do not always correlate with high wages; quite a few occupations within industries identified above, do not meet the self-sufficiency wage threshold of San Diego of \$17.65/hr for the 10th percentile worker. We will continue to offer work-readiness and work-preparedness workshops as well as career fairs. We will implement "Industry Days" to connect specific, regional business partners with our students. ERAE will also continue expanding student support through more personalized and more intrusive interventions. In partnership with GCCCD, the consortium will implement a data dialog that allows us to reveal specific hidden patterns of inequity and use data from individual students, classes, and program areas to make decisions about instructional practices.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Continuing Regional Economic Disparity needs to be addressed. Despite a decline in the unemployment rate by 10.5 percent across the East region (from 19.5 percent in May 2020), communities in the consortium's area (northern areas of El Cajon, Pine Valley) are still experiencing high unemployment rates of 9.9% in June 2021. Tribal and Mt. Empire's rural communities and community members of color are still impacted especially hard (with an unemployment rate of approximately 11 percent). Also, meaningful labor market attachment decreases with growing distance from the city of El Cajon (and San Diego). Factors such as commute distances, cost of transportation, and relatively low starting wages might discourage adults from actively engaging with career training and employment programs.

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 AEP Pipeline (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 students from all communities 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**

Addressing the impact of COVID-19 equitably. Across the San Diego region, industries disproportionately affected include hospitality, retail, and education services; the pandemic had little impact on manufacturing (but already in decline before the pandemic), construction, finance, insurance, and military. In April 2021, nearly 1 in 4 people who had jobs that do not require a college education were still unemployed. The consortium's area, especially the city of El Cajon, was the hardest-hit areas by COVID-19 and unemployment. In July 2020, the number of COVID cases as percentage of population was higher for Hispanics and Blacks than Whites by a factor of three and two, respectively. The digital divide separated communities further. The California internet access survey (March 2021) as well as surveys collected internally revealed that income is a key determinant in whether a household has internet access. In San Diego County, 14 percent of the population were unconnected or underconnected in Especially immigrant and low income communities struggle to gain digital skills and access to technology. Digital inequity is greatest among Hispanics who only speak Spanish. Just percent are connected while 25 percent have no connection and 10 percent rely on smartphones. Twenty-three percent of Californians ages 65 and older lack broadband, compared to an estimated 10 percent of Californians ages 50 to 64 and less than 5 percent ages 18 to 49. However, when including smartphones, 77 percent of seniors 65 and older are connected. 27 percent of people with disabilities are unconnected or connected only via smartphone, compared to 15 percent of the overall population.

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 the USC and CA Emerging Technology Fund survey, The California Healthy Places Index, San Diego Housing Market information, the AEP Pipeline (Launchboard), BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis.

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

More equitable opportunities for entering and staying in adult education programs. More students transition with ERAE to additional adult education programs, community college or other training or education programs. More students 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. Placement into living-wage employment. Braided services for WIOA Title 1 and Title 2 recipients. 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 outreach and orientation increase? Increase in EFLs

Regional Need #3

Gaps in Service / Regional Needs

Poverty. In San Diego's East Regions and especially in the city of El Cajon, there are several communities in which only 11.5 or 3 percent (in two 10 block area in El Cajon), 17.8 percent (part of Lakeside), or 32 percent of people have an income exceeding 200 percent of the federal poverty level. (There are also much wealthier pockets, where 70 percent of people have an income exceeding 200 percent of the federal poverty level.) 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 lost their low-income jobs and/or dropped out of the labor force. In addition, Grossmont Union High School District's student population has been in declining enrollment for the past seven years, but the number of students identified in significant subgroups (low income, English learners, foster and homeless youth) has been rising. Again, this has a direct impact on our adult education programs, which have to increase focus on support for students who are transitioning out of high school without a diploma and in adult learners who need retraining or "up-skilling" because of the changing labor market dynamics. The real hourly wage for all of San Diego County has remained in decline, while housing costs increased by 27.6 percent, to \$ 865,000, between June 2020 and June 2021.

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 The California Healthy Places Index, San Diego Housing Market information, the AEP Pipeline (Launchboard), BLS, The Casey Family Foundation, the Institute for Immigration Research, the Refugee Processing Center, the consortium conducted a thorough needs analysis.

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 students 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. Placement into living-wage employment. Braided services for WIOA Title 1 and Title 2 recipients. 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 outreach and orientation increase? Increase in EFLs

Regional Need #4

Gaps in Service / Regional Needs

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 experienced 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?

More students transition with ERAE to additional adult education programs, community college or other training or education programs. More students 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. Placement into living-wage employment. Braided services for WIOA Title 1 and Title 2 recipients. 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 outreach and orientation increase? Increase in EFLs

Regional Need #5

Gaps in Service / Regional Needs

Small Businesses are the majority. In 2019, San Diego's East County had approximately 75 businesses with less than 100 employees; 62 percent of them had less than 50 employees. Most of these small businesses struggled through the pandemic and are slowly recovering. Employers in the region are generally open to exploring apprenticeship and internship models. Our consortium, therefore, has an opportunity to train their incumbent workers and develop alternative training models that might include work-based learning models such as mentoring, tailored training, and job shadowing. Other, larger businesses had to lay off almost 92 percent of workers (SANDAG, April 2021). Business partners such as casinos, construction, and healthcare providers are now rehiring in large numbers. Now the focus is on fostering collaboration by including business and community partners in efforts to build better, more equitable, sustainable industries (hospitality, construction, manufacturing, health) for all workers.

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 a

Regional Need #6

Gaps in Service / Regional Needs

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. We are striving for equality of opportunity and practices in a transformed system and equity in outcomes that allows for education and training to become a lifelong practice; we have 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: Implement second iteration of the PL series, toward a sustainable learning and working /professional development environment for consortium members, teachers, and staff. Focus on addressing specific challenges with an emphasis on co-creating equitable educational opportunities and spaces for student engagement.

Strategy #2

Conduct research project in collaboration with WestEd to measure effectiveness of the consortium, its structure, and programs. effectiveness.

Strategy #3

Provide access to technology and digital literacy training that is both efficient and effective.

Strategy #4

Improve Integration of Services through Holistic Assessment of New Students, Outreach and Engagement: Implement “high-touch” onboarding processes for remote, blended, and in-person environments, 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 #5

Identify desired and needed transitions and facilitate such transitions in a manner that enables the student to transition further on their own. Coordinate services with college and business partners.

Strategy #6

Collaborate with Business Partners and community-based organizations on implementing opportunities for re-training of workforce, in remote and blended learning environments. Strengthen the network for partnership and collaboration to provide students with opportunities for internship and work-based learning, in addition to employment.

Strategy #7

Improve Integration of Services through Outreach and Inclusion: Expand internal as well as external social media 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” onboarding that clarifies programs and expectations, identifies critical milestones, highlights necessary strategies for success and promotes self-agency

Strategy #2

Refine and integrate bridge classes to post-secondary programs, aligned with college programs, customized to specific paths and cohorts.

Strategy #3

Implement additional opportunities for students to enroll in SB 554 programming

Strategy #4

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

Strategy #5

Utilize alert/retention system for “just-in-time” support

Student Acceleration

New Strategies

Strategy #1

Finalize six paths that 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

Design detailed path maps to be utilized as planning tool

Strategy #3

Refine IET structures for supporting students in gaining language, academic and digital competencies aligned with paths

Strategy #4

Design one new ESL and one new CTE program for Mt Empire community

Strategy #5

Expand SB 554 and programs

Strategy #6

Develop and implement cohort-specific assessment tools

Strategy #7

Develop additional engagement strategies for the Mt Empire region

Professional Development

New Strategies

Strategy #1

Evaluate blueprints for a systematic Professional Learning model

Strategy #2

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

Strategy #3

Foster the development of data literacy

Strategy #4

Align consortium-wide professional learning activities with member-specific PLC work

Strategy #5

Engage GCCCD Institutional Effectiveness departments and Chamber of Commerce/EDC teams in development of data protocols and routines across institutions.

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

Strategically engage the newly-established collaboration network between business, education, and community partners to develop the next strategic plan

Strategy #2

Measure ERAE program performance and progress against existing college and business metrics and identified regional and local priority sectors and occupations

Strategy #3

Collaborate with industry and workforce development to provide re-training, work-based opportunities and services (career center services, CET cohorts, etc.)

Strategy #4

Collaborate with college partner and career center on hosting bi-annual virtual job and apprenticeship fairs, employment related workshops

Strategy #5

Expand the partnerships with regional Strong Workforce Consortium through development of a shared 'Program Finder' (mapping) tool that strengthens alignment of programs across regional adult education providers with community colleges

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 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 2021-22.

Carry-over funds have been allocated to the implementation of a system of professional learning, extended blended learning and student engagement opportunities and full integration of the Learning Management System (CANVAS) across GAE and MEUSD.

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