

20 San Diego East Region Adult Education

Plans & Goals

Executive Summary

East Region Adult Education (ERAE) is focused on emerging with stronger programs that will thrive on (and require) coordination across education, workforce development and business partners. We have built a foundation on which to develop programs that support especially adults from underserved populations in gaining a marketable set of skills and accessing the level of education necessary to establish long-term economic self-sufficiency.

To be successful and effective, ERAE needs to be easily accessible and understood as a resource throughout our East Region communities. In 2022-23, the consortium will focus on increasing awareness through targeted outreach that addresses the needs of specific populations: English language learners (ELL) with significant other basic needs; ELL who live near or below the poverty level and often work in entry-level positions without true opportunities for advancement; adults without a HS diploma; adults with low literacy levels; and older adults. Other targeted groups include incumbent workers, older of age students, and students between 18 and 24 years old who might want to take time before transition to college.

We will market classes in broad, career-focused paths that guide students to and through adult education into meaningful employment and/or successful college graduation. A mixed approach will incorporate technologies developed by the Strong Workforce Consortium (e.g., Program Finder for outreach with school and career counselors, as well as CBOs), the data repository regional adult education consortia developed (especially for marketing to business partners and increasing visibility overall), and two careers expos and various exploration days organized in partnership with basic needs providers and social service organizations.

Streamlining “high-touch” onboarding processes and aligning them with expanded student support services will clarify programs and expectations and promote engagement and self-agency. Four of five clearly mapped training and education paths (Medical, Business/Finance, Applied Technology, Culinary Arts/Hospitality) will be further implemented and align learning and incentivized training programs. Together with college partners, the consortium will also strengthen its co/dual enrollment program and contribute to more students considering college as part of their own paths to success.

The consortium will continue to expand its system of Professional Learning (PL) to deepen the understanding of experiential, work-based learning and assessment models across the curriculum. Members will create opportunities for work shadowing across programs and with industry partners.

The goal for ERAE is to provide equitable opportunities for access and success. We will foster collaborative opportunities that prioritize transitions toward economic and social mobility.

Regional Planning Overview

The strategic plan is the top-level planning document consortium members designed to set the path forward. Based on a year-long planning process (described in the Three-Year-Plan), ERAE members agreed on the following overarching goals:

- Address Educational Needs
- Improve Integration of Services & Transitions by
- Improve Effectiveness of Services by

The consortium will achieve these goals by:

- Implementing Targeted Outreach and Marketing
- Expanding the consortium's System of Professional Learning
- Engaging Students Strategically through streamlined "high touch" onboarding processes
- Implementing five clearly mapped training and education paths
- Increasing student engagement, persistence, and transitions to postsecondary, college, and careers

Five strategic plan working groups, with representatives from each member, will oversee the execution of activities as well as the measurement of outcomes in the focus areas identified. Members will align ERAE program performance and progress measurements with Perkins indicators, WASC action items, and WIOA performance measures for a more systematic way of addressing the needs as well as building a collective impact ecosystem within our East Region communities. Member Level Metric Targets have been set by each member.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Though refugee newcomers, tribal communities, and underserved, high-need communities represent a significant number of potential students, only a small percentage are currently being served. Of the nearly 500,000 people who are 18 years or older in our area, ERAE serves about 4% of those with no high school diploma, 19% of those with limited English, and only 5% of those who are low income. There are several factors that created barriers to engagement: Existing transportation and employment corridors have always disadvantaged potential consortium students who live across the Mtn Empire region. In addition to COVID, the high cost of living raises opportunity costs for any potential student in our programs. The self-sufficiency standard for our region has risen to \$ 19.71 per adult/hour (or \$81,988.42 for a household with two adults, one preschool-age child and one school-age child); the average rent for a one-bedroom apartment has increased by 49% (to \$ 2,270). At the same time, employment opportunities have been expanding, especially in leisure, hospitality, and food services. This reality is reflected in a decline in overall numbers of students served in the consortium (an overall 32% decline in students served from 2018-19 to 2020-21).

To be successful and effective, ERAE needs to be easily accessible and understood as a resource throughout our East Region communities. This will require increasing awareness and targeted outreach that addresses the needs of specific populations.

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?

Given the student barriers identified:

- English Language Learner
- Low Literacy
- Long-term Unemployed
- Low Income

The consortium will measure success with the following metrics:

- Transition
 - Participants with transition to Adult Secondary Education
 - Participants with transition to Postsecondary (CTE)
 - Participants with transition to Postsecondary (credit college)
- Success
 - Participants who earn a High School Diploma or Equivalency
 - Participants who earn a Postsecondary Credential
- Employment and Earnings

- Median Change in Earnings
- Participants who became employed in the 2nd quarter after exit

Regional Need #2

Gaps in Service / Regional Needs

Our students live and work across consortium lines and experience high(est) cost of living,. As of June 2022, the median home price in San Diego County is \$ 987,225 (up from \$ 875,000 in January and from \$ 765,000 one year ago, according to the CA Association of Realtors. Since 2000, prices shot up 300 %. The average rent is \$ 2,916 for an apartment the size of 876 sq ft. (~ one bedroom).

To serve potential students who would benefit from our programs to achieve higher wages, we will need to address the true cost to students, including time and potential of lost wages from an available, but lower paying job. Employers in the region are invested in partnering with training provider on earn-and-learn programs and other educational and training opportunities that best serve the needs of all our students. We need to foster 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 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?

Given the student barriers identified:

- English Language Learner
- Low Literacy
- Long-term Unemployed
- Low Income

The consortium will measure success with the following metrics:

- Transition
 - Participants with transition to Adult Secondary Education
 - Participants with transition to Postsecondary (CTE)
 - Participants with transition to Postsecondary (credit college)
- Success
 - Participants who earn a High School Diploma or Equivalency
 - Participants who earn a Postsecondary Credential
- Employment and Earnings
 - Median Change in Earnings
 - Participants who became employed in the 2nd quarter after exit

Regional Need #3

Gaps in Service / Regional Needs

While experiencing high costs of living, students also (have to) navigate very different education and training systems. We need to design and implement student-centered paths that clearly delineate on and off-ramps, requirements, and opportunities. This will require increasing awareness and comprehensive program design that addresses the needs of specific

populations: English language learners (ELL) with significant other basic needs; ELL who live near or below the poverty level and often work in entry-level positions without true opportunities for advancement; adults without a HS diploma; adults with low literacy levels; and older adults. Other targeted groups include students who have just graduated from high school (and who might want to take time before transitioning to college) and older of age students. A recent survey (n=6,047) by the regional Strong Workforce Consortium indicated that 68% of students grade 9-12 in the region do not know about available adult ed options. At a time when our community college partners see a decrease in enrollment, ERAE has the flexibility to augment and extend the regional Guided Pathways implementation through alignment of ASE and CTE 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?

Given the student barriers identified:

- English Language Learner
- Low Literacy
- Long-term Unemployed
- Low Income

The consortium will measure success with the following metrics:

- Transition
 - Participants with transition to Adult Secondary Education
 - Participants with transition to Postsecondary (CTE)
 - Participants with transition to Postsecondary (credit college)
- Success
 - Participants who earn a High School Diploma or Equivalency
 - Participants who earn a Postsecondary Credential
- Employment and Earnings
 - Median Change in Earnings
 - Participants who became employed in the 2nd quarter after exit

Address Educational Needs

2022-23 Strategies

Strategy Name

Develop outreach & messaging strategies that clearly communicate the benefits of adult ed programs

Activity that Applies to this Strategy

Implement Targeted Outreach and Marketing

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

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.

- Compile and review targeted data reports; conduct research into the most effective means of communication with different target markets including print and web media;
- Align existing social media and create shared media toolkits with clear visuals to show paths and options

Strategy Name

Provide equitable opportunities for access and success.

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Design onboarding processes that

- Introduce transparent options and opportunities for adult learners that focus on transitions
- Support adult learners in making informed choices and planning across programs, and in non-linear ways
- Include prior learning and working assessments to expedite program completion
- Prepare learners for accelerated training options
- Incentivize training participation and completion by offering earn-and-learn programs

Strategy Name

Increase the number of participants completing programs & transitioning to postsecondary and careers

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Student-centered onboarding processes will clarify programs and expectations, clearly identify critical milestones, highlight necessary strategies to be successful in college and career preparation, and promote self-agency. ERAE will work with business partners and stakeholders such as high schools, community-based organizations, veteran programs and services, churches, homeless shelters and refugee resettlement agencies to motivate adult learners to enter adult education training programs.

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

Increase the number of participants completing programs & transitioning to postsecondary and careers

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Student-centered onboarding processes will clarify programs and expectations, clearly identify critical milestones, highlight necessary strategies to be successful in college and career preparation, and promote self-agency. ERAE will work with business partners and stakeholders such as high schools, community-based organizations, veteran programs and services, churches, homeless shelters and refugee resettlement agencies to motivate adult learners to enter adult education training programs.

Strategy Name

Integrate and align transition services with introductory classes and program courses

Activity that Applies to this Strategy

Engage Students Strategically - Onboarding

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Continue to foster a sense of belonging by aligning transition services (currently "opt-in" services) with program-specific registration, orientation, and enrollment practices. Such practices include supporting students in making informed choices,

planning across programs, and identifying next career steps and goals aligned to their skills and interests and regardless of entry point or level.

Strategy Name

Make our learning environment accessible to all learners and their unique needs

Activity that Applies to this Strategy

Expand System of Professional Learning

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Monthly PL Fridays (mornings) will continue to serve as a springboard for guided curriculum development workshops, data dialogs across stakeholders, 21st-century skills and technology trainings, and PLC work that helps teachers utilize data for the refinement of learning outcomes aligned across levels (ESL/ABE/ASE) and programs (ESL/CTE/college) and the design of equitable learning activities and curricular instruction. We will introduce learning portfolios as a possible tool and catalyst for PL.

Strategy Name

Support all students in exploring their options & completing a path w/ industry-recognized cert.r

Activity that Applies to this Strategy

Five clearly mapped training and education paths

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

- Create a Pathways workgroup;
- Provide support for implementing and developing additional IET classes;

- Pilot three incentivized training programs in three paths;
- Share best practices and support around building and sustaining IET programs;
- Work closely with business partners on implementation of earn-and-learn options;
- Develop and use existing assessment tools to measure transitions and success;
- Strengthen consortium-wide SB 554 program (CPAP);
- Expand the business roundtable

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Monitor participation, persistence, and transition to determine ways to increase student success

Activity that Applies to this Strategy

Support Student Persistence and Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Common metrics were developed in year 3 of the last strategic plan; over the next three years, these metrics will serve as a baseline for program as well as class level analysis, and yearly refinement of program goals, and as a tool for the development of a framework to compare enrollment to the regional population demographics. In addition to the established CAEP metrics, ERAE program performance and progress measurements will be aligned with Perkins indicators and reviewed against business metrics and identified regional and local priority sectors and occupations. Alignment and a framework for comparing consortium and member to regional demographics will allow us to develop benchmarks toward a better understanding of institutional equity. As a consortium, student level data on demographics, program enrollment, HSE/D and EFL gain outcomes, and barriers to employment will be tracked and studied to examine key metrics related to the success of adult students in achieving their stated goals within and between agencies. Further, quarterly data study sessions at the consortium level will be implemented as a mode of regular data review with members and stakeholders. As mentioned before, the consortium will continue to expand its system of Professional Learning (PL) and offer resources to support the effectiveness of services.

Strategy Name

Make our learning environment accessible to all learners and their unique needs

Activity that Applies to this Strategy

Expand System of Professional Learning

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Monthly PL Fridays (mornings) will continue to serve as a springboard for guided curriculum development workshops, data dialogs across stakeholders, 21st-century skills and technology trainings, and PLC work that helps teachers utilize data for the refinement of learning outcomes aligned across levels (ESL/ABE/ASE) and programs (ESL/CTE/college) and the design of equitable learning activities and curricular instruction. We will introduce learning portfolios as a possible tool and catalyst for PL.

Strategy Name

Alignment of performance metrics

Activity that Applies to this Strategy

Support Student Persistence and Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

In addition to the established CAEP metrics, ERAE program performance and progress measurements will be aligned with Perkins indicators and reviewed against business metrics and identified regional and local priority sectors and occupations. Alignment and a framework for comparing consortium and member to regional demographics will allow us to develop benchmarks to ward a better understanding of institutional equity. As a consortium, student level data on demographics, program enrollment, HSE/D and EFL gain outcomes, and barriers to employment will be tracked and studied to examine key

metrics related to the success of adult students in achieving their stated goals within and between agencies. Further, quarterly data study sessions at the consortium level will be implemented as a mode of regular data review with members and stakeholders. As mentioned before, the consortium will continue to expand its system of Professional Learning (PL) and offer resources to support the effectiveness of services.

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.

Grossmont-Cuyamaca Community College District (GCCCD) receives 12.5% of the CAEP funds. GCCCD does not currently offer non-credit courses. Early on, the strategic decision was made to develop a system that prepares students for credit, transfer-level courses, be that through alignment and articulation with the local high schools (coordinated through the East County Education Alliance) or through the adult education consortium. As a member of ERAE, GCCCD is well-positioned to provide support for agency-wide coordination (including a program manager funded through GCCCD's CAEP allocation) and for transition support in the three major languages spoken by our students (including five transition specialists and a business engagement coordinator funded through GCCCD's CAEP allocation). Transition services play a vital role in ensuring that students have access to resources needed to achieve educational and career goals. TS support students serve as the liaison between students, instructors, and other key staff, connect students to local and regional community resources, and mentor students who are co-enrolled in college programs (through our local implementation of SB 554). Funded through GCCCD's CAEP allocation is also a position of Professional Learning and Learning Management System Coordinator.

Mtn Empire receives 1.5% of the available CAEP funds. MEUSD is geographically the largest school district in California, occupying over 600 square miles, but arguably one of the districts with the smallest adult education program, partially due to its relatively small population. To maintain adult education programming at the current level, MEUSD supplements CAEP funding with CTE program fees and LCFF funding.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

Remaining carry-over funds will be expended in 2022-23 in two ways: Mtn Empire will strengthen its Office Professional program (among other things by making new laptops available to student in the program). GCCCD's consortium-wide team will continue to expand its system of support for all students and its outreach efforts.

Certification

Grossmont Union High - Member Representative

Kim Bellaart

kbellaart@guhsd.net

(619) 588-3511

Mike Fowler

Assistant Superintendent

mfowler@guhsd.net

(619) 644-8041

Approved by Mike Fowler

08/29/2022 08:11 AM PDT

Grossmont-Cuyamaca CCD - Member Representative

Cynthia Nagura
Director, Community & Workforce Partnerships
cynthia.nagura@gcccd.edu
(619) 644-7683

Melanie Kosic
Special Projects Accountant
melanie.kosic@gcccd.edu
(619) 644-7592

Sahar Abushaban
Vice Chancellor-Business Services
sahar.abushaban@gcccd.edu
(619) 644-7575

Sally Cox
CEO
sally.cox@gcccd.edu
(619) 644-7684

Approved by Cynthia Nagura

08/31/2022 11:22 AM PDT

Mountain Empire Unified - Member Representative

Patrick Keeley
Superintendent
patrick.keeley@meusd.org
(619) 473-9022

Rustie Phillips
Sr Accounting
rustie.phillips@meusd.org
(619) 473-9022 ext: 128

Gary Hobelman
Assistant Superintendent of Business
gary.hobelman@meusd.org
(619) 473-9022 ext: 136

Bill Dennett
Director of Student Services and Alternative Education
bill.dennett@meusd.org
(619) 473-9022 ext: 301

Approved by Dr. Patrick Keeley Mountain Empire Unified School District

08/27/2022 11:44 AM PDT



California
Community
Colleges



2022 © California Community Colleges

NOVA Site Version: 5.0.6