

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 15, 2019, 3:14 PM UTC Kathleen Porter

40 Education to Career Network of North San Diego County (Palomar/Vista)

Plans & Goals - Consortium Approved

Executive Summary

The Education to Career Network of North San Diego County (ETCN) was able to meet, and in most cases exceed, our goals set in all key program areas. Major accomplishments in 2018-2019 include the following: Hosted a Community Forum to inform and share achievements over the past three years with our shareholders and to garner input on ways to enhance student education and career success as well as industry workforce needs. Organized the 3rd Annual Path to Palomar Open House Event showcasing Palomar College's course and campus offerings to better support students transitioning from adult school to college. A legislative and community outreach campaign was deployed in conjunction with the California Council for Adult Education's Legislative Day in Sacramento and a county-wide "Adult Education Week" proclaimed by the County of San Diego as well as all city governments in the ETCN service area. Rolled out the ETCN digital badging program to ESL students and commenced the development of a second phase for CTE courses and pathways. Continued the alignment and integration of curriculum to accelerate student learning and meet regional workforce needs. Developed our first Woodworking Adult Education Pre-Apprentice program at San Marcos Adult School aligned for transition to Palomar College or directly into a trade union program. Created IELCE programs at multiple sites, including adding ESL support from San Marcos Adult School for Palomar College's Pre-Apprenticeship program. ETCN began reporting Career Technical Education course completions and outcomes to the Integrated Post-secondary Education Data System (IPEDS,) the results of which will be visible across various national databases including EMSI, heightening awareness of program offerings and effectiveness. Our 2019-2020 plan goals include the following highlights: Continue alignment and integration of curriculum to accelerate student learning and meet regional workforce needs; Institute the National External Diploma Program (NEDP) to better serve working adults and remote locations; Develop Adult Education Pre-Apprentice programs which either articulate to Palomar College or directly into a trade union program; Continue to build IELCE programs; Align our ETCN digital badging with Apprenticeship Programs, CTE, and CASAS COAAPS.

Regional Planning Overview

ETCN members were able to successfully develop a Three-Year Plan that identified our region's gaps in services and strategies on how to service those needs while maintaining focus on improving student transitions, using data to drive decision making, expanding partnerships, and providing equity and access to students. During FY 2019-2020, we will continue to gather, analyze and incorporate the regular use of data by continually updating information on employers and students, and demographic and labor market research data. We will also conduct a data dialogue protocol among teachers and at Consortium Leadership Committee meetings at least quarterly. And, since, we have aligned our work with other regional planning initiatives, we are better able to leverage labor market studies and research used to inform those other initiatives. For example, members of the ETCN participate in the San Diego County Regional Career Pathways Consortium, the Strong Workforce Regional Task Force for the Southern Border Region, and the San Diego Workforce Partnership (our local workforce development board) regional planning processes. Additionally, we will reconvene our faculty members and student focus groups to further provide even more depth in feedback on how we can better serve and fill the adult education needs in our region.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need to shorten the time frame for students to successfully transition to post-secondary education and careers.

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

Based on member self-assessments and survey results from key stakeholders that show there is a need to better expedite the career and education pathway of our students.

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

We will measure our effectiveness through the transfer and student completion of Palomar College pre-college level English and math courses at Poway Adult School and San Marcos Adult School, and by measuring professional development outcomes, new curriculum created, new pathways formed, information gathered from student meetings with advisors, and the creation of Student Education Plans (SEPs). Also, by tracking enrollment numbers, successful completion rates, and the time it takes students to complete basic skills and/or career training and to transition to further education or employment in the corresponding industry.

Regional Need #2

Gaps in Service / Regional Needs

Need to increase successful student transitions to post-secondary education and careers.

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

Based on member self-assessments and survey results from key stakeholders, together with analysis of labor market data and local workforce current and projected needs.

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

By the increase in job opening announcements sent to students and staff, tracking job/employment data of our students, tracking student enrollment into post-secondary education, and by piloting the NEDP with a benchmark of 5-8 students enrolled.

Regional Need #3

Gaps in Service / Regional Needs

Need to incorporate the regular use of data in decision making.

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

Based on member self-assessments and survey results from key stakeholders.

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

By implementing a data dialogue protocol at the Consortium level, we expect to see an increase in shared professional development, professional learning community artifacts, shared documents of all data points, and implementation protocols.

Regional Need #4

Gaps in Service / Regional Needs

Need to build overall awareness of Adult Education in the region.

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

Through our annual community forum, advisory meetings, staff surveys, and member self-assessments.

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

By tracking the number of business partnerships and community partnerships. By tracking the number of cross-consortia referrals and marketing materials shared between sites. By increasing the amount of joint advisory meetings and other consortia-wide events.

Regional Need #5

Gaps in Service / Regional Needs

Need to increase family literacy and immigrant integration opportunities to promote healthy communities and civic participation.

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

Through our consortium's Regional Fact Sheet, census data, and other demographic information, including our student enrollment, it has been determined that our region's immigrant population does need these programs to help integrate them and supply them with more career and educational opportunities.

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

Through parent education and professional development opportunities as measured by class artifacts, survey results, professional development agendas, communications, and enrollment data.

Gaps In Service

New Strategies

Strategy #1

Add the Health Insurance Portability and Accountability Act (HIPAA) certificate to Escondido Adult School's Basic Nursing Assistant/Caregiver course.

Strategy #2

Detail Professional Learning Community (PLC) and/or Community of Practice (COP) opportunities that can benefit larger groups of staff across all consortia schools, including Super Region schools.

Strategy #3

Provide more career education and job support services for San Marcos Adult School and Ramona Adult School, potentially through shared resources and community partners.

Strategy #4

Expand capacity at Poway Adult School in the morning for students to attend ESL classes with childcare during those hours.

Strategy #5

Identify barriers to enrollment and develop strategies to eliminate those barriers.

Strategy #6

Continue to align our CTE offerings with changing workforce needs.

Strategy #7

Obtain additional funding to further grow all adult education programs and services.

Strategy #8

Develop and align curriculum and instruction to meet the needs of identified emerging sectors in San Diego.

Seamless Transitions

New Strategies

Strategy #1

Pilot the National External Diploma Program to better serve working adults and students in remote locations.

Strategy #2

Create Parent Education opportunities for family literacy that are informed by surveys of students and school site staff.

Strategy #3

Increase the quality of Student Services by decreasing barriers to accessing programs and services.

Strategy #4

Palomar College will transfer pre-college level English and math courses to Poway Adult School and San Marcos Adult School ABE programs, for easier access of adult students in the region to these courses and increase successful transitions to college.

Strategy #5

Align ETCN's digital badging with apprenticeship programs, CTE, and CASAS COAAPs.

Strategy #6

Increase the number of adult school site visits by Palomar staff to inform adult students and staff on transitioning to Palomar College.

Strategy #7

Increase grassroots advertising efforts to increase immigrant integration efforts.

Strategy #8

Increase access to communication resources via outreach, networking, and awareness within our adult student population in the region.

Student Acceleration

New Strategies

Strategy #1

Pilot new Integrated EL Civics (IELCE) programs in the Building and Construction Trades, Education, Child Development and Family Services, Professional Communications, and the Hospitality, Tourism, and Recreation industries. Students entering these programs will have ESL support while being trained to enter a career pathway, along with being able to obtain industry-recognized, postsecondary credentials, such as short-term vocational certificates, CTE program certificates, apprenticeship program certificates, and industry-recognized certificates.

Strategy #2

Increase the number of adult school site visits by Palomar staff to inform adult students and staff on transitioning to Palomar College.

Strategy #3

Students will meet with their advisors regularly to discover courses that transfer directly to college and to determine and discuss students' education and career pathway.

Strategy #4

Expand the use of Student Education Plans (SEPs) for students that lead to accelerated pathways to success, thereby allowing students to better meet their educational goals in the short-term and long-term.

Professional Development

New Strategies

Strategy #1

Provide more professional development opportunities for ETCN staff and faculty to increase their knowledge of resources, best practices, and programs relating to student transitions to college and career.

Strategy #2

Create targeted data-driven professional development opportunities that can be redeveloped and reshaped by new data over time.

Strategy #3

Create professional development opportunities based on new immigrants' metrics.

Strategy #4

The creation of an annual professional development plan based on the results from an annual professional development survey that will encourage communication between staff and administrators and promote a better understanding of what professional development training will be needed.

Strategy #5

Ensure participation in CAEP-focused conferences, including, but not limited to CAEEA, CASAS, and CCAE.

Strategy #6

Create web-based staff professional development curriculum and resources for easier access and lower costs.

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

Expand cross-consortia awareness and promotion to build and maintain strong communication pathways between all sites. Marketing material has been created for consortium-wide efforts, but now, ETCN will focus on sharing site-specific marketing material, course catalogs, etc., and by showcasing them at all sites.

Strategy #2

Track the number of cross-consortia student referrals, due to students' needs not being met on-site.

Strategy #3

Increase opportunities for employers to interact with students, to share knowledge on potential careers, current job opportunities and more.

Strategy #4

Conduct a consortium-level data dialogue protocol, among members at least quarterly.

Strategy #5

Create/provide more learning tools and protocols that will evolve to meet the changing needs of instructors and students.

Strategy #6

Participate in Super Region efforts to align to (and possibly apply for) Strong Workforce grants to fund career education efforts.

Strategy #7

Hold combined/joint advisory meetings for a more effective sharing of best practices and curriculum review.

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.

To ensure fiscal accountability and continued transparency, ETCN employs an outside auditor to review our books annually. Funds were allocated and spent according to our goals for FY 2018 - 2019. These included increased emphasis on stakeholder/partner engagement to support student education and career success; implementation of common student data tools to gather, measure, and analyze student and/or program successes and outcomes and share best practices; platforms to assist students with work-readiness, career exploration, and job search; and continued alignment and integration of curriculum to accelerate student learning and meet regional needs. To accomplish the goals above, members interacted on a

more frequent basis, with shared positions spending time addressing the needs of each individual member district. CASAS pre/post-testing was used at all member districts as a common student data tool. In addition, the ETCN applied for federal WIOA grant funding as a consortium. This has created additional opportunities for us to leverage resources and align services and data collection across all of our member districts. We have jointly utilized 231/243 funding to benefit ETCN students and our ESL/IELCE programs. Our members are committed to continued progress towards the realization of the vision and goals of the ETCN Three-Year Plan and will continue to implement identified strategies that fill the regional gaps in service, support the seamless transition of students, increasing professional development opportunities for staff, better leverage resources, and to accelerate transitions for learners across the consortium.

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

A standing agenda item at every leadership council meeting is a fiscal agent report; this report includes examining planned v. actual expenses. Our fiscal agent, Vista USD, will hold regular meetings regarding specific fiscal practices, reports, and deadlines among the member district's fiscal representatives and leadership council members. The ETCN Leadership Council approved the budget for its CFAD submission and projected a budget for the following year. In March, we began working on the CFAD, and each member district was asked to do two things: 1) to project its expenses through June 30, 2019, and 2) identify additional budget requests for FY 2019 - 2020. Based on the expenditure projections, any carry-over identified is then used to either carry incomplete activities into the next year, accelerate portions of the plan with later start dates, or support new budget requests. Members making additional budget requests are asked to identify whether the request is one-time, short-term or on-going, so the expense can be appropriately budgeted in future years. In addition to regular monthly meetings, the Leadership Council members participate in an annual planning retreat. The retreat is used to amend and update our regional plan, while the regular Leadership Council meetings are used to monitor the implementation of the plan and tend to the business aspects of our consortium's operation.

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