

California Adult Education Program Produced: 06/21/2022 09:02 AM PDT Nora Kenney

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

## Details

### Consortium Information

**Consortium Name:**

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

**Consortium Short Name:**

40 San Diego North (Palomar)

**Address:**

1234 Arcadia | Vista, CA | 92084

**Website:**

<http://educationtocareer.net>

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$8,801,568

**CAEP Funds 2021-22:**

\$8,356,184

**CAEP Funds 2020-21:**

\$8,030,928



## Consortium Contacts

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Primary Contact	Patrick Ross	<a href="mailto:paross@euhsd.org">paross@euhsd.org</a>		(760) 737-8001
Primary Contact	Ana Escamilla	<a href="mailto:anaescamilla@vistausd.org">anaescamilla@vistausd.org</a>	Accountant	(760) 726-2170 ext: 92626

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Escondido Union High</a>	High School District	Tom Allison	(760) 737-8021
<a href="#">Palomar CCD</a>	District	Suzanne Sebring	(760) 744-1150 ext: 3758
<a href="#">Poway Unified</a>	Unified School District	Kathleen Porter	(858) 668-4016
<a href="#">Ramona City Unified</a>	Unified School District	Mrs. Erin Kent	(760) 787-4302
<a href="#">San Marcos Unified</a>	Unified School District	Cyndi Etnyre	(760) 290-2538
<a href="#">Vista Unified</a>	Unified School District	Vista Adult School Elizabeth O'Shea-West	(760) 758-7122

## Executive Summary

### Executive Summary \*

The Education to Career Network of North San Diego County (ETCN) is one of five adult education consortia in San Diego County and one of 71 throughout the state. Through our five member districts – Escondido Adult School, Poway Adult School, Ramona Adult School, San Marcos Adult School, and Vista Adult School – together with Palomar College, we provide adult students with ongoing learning opportunities by offering high-quality and relevant courses, programs, and services.

Over the past three years, the mission of ETCN has been to assist adult students in reaching their individual educational goals, including career advancement, college preparation, workforce re-entry, and life enrichment. Together, we continue to leverage resources and increase collaboration and partnerships with adult education providers and support services within the region.

### 2019 - 2022 Major Accomplishments

- Hosted a business and community forum to garner input on ways to enhance student education and career success for the upcoming three year span.
- Multiple Path to Palomar events were held to showcase Palomar College's course and campus offerings and to support students transitioning from adult school to college.
- Organized a legislative and community outreach campaign in conjunction with the statewide "Adult Education Week" and the California Council for Adult Education's annual Legislative Day in Sacramento.
- Continued the alignment, integration, and exploration of curriculum to accelerate student learning and meet regional workforce needs.
- Offered our first Adult Education Pre-Apprenticeship program through Palomar College, held at San Marcos Adult School, and aligned for transition to Palomar College's Apprenticeship Program in Carpentry.
- Began reporting Career Technical Education course completions and outcomes to the Integrated Postsecondary Education Data System (IPEDS), the results of which will be visible across various national databases, including Emsi, heightening awareness of program offerings and effectiveness.
- Held our first Career & Education Showcase, where 77 students from our 5 adult schools had the opportunity to learn more about career pathways and employment. These opportunities included speaking with a variety of employers who shared an overview of their company, hiring processes and practices, and available open positions.

### ETCN: The Next Three Years and Beyond

ETCN's motto "It's Working" continues to ring true within the communities we serve. Together with our business and agency partners, the Consortium is committed to aligning systems and serving students in more focused ways that will continue to generate successful transitions to post-secondary education and the workplace over the next three years and beyond.

Based on member self-assessments and survey results from key stakeholders, together with an analysis of labor market data and current and projected local workforce needs, we have developed the following strategies and activities to achieve CAEP's Three Primary Objectives for 2022-2025.

### Address Educational Needs

- Continue to collect and review data about the student experience through surveys and other means
- Continue to improve the accessibility of academic programs by removing institutional barriers to access and continuing collaborative curriculum alignment efforts
- Continue to integrate instructional practices with the practical needs of students by providing multiple modalities of instruction, developing and implementing career pathways, and enhancing alignment between programs

- Continue to look to the broader community, including business and other partners, for feedback and support

### Improve Integration of Services & Transitions

- Continue to define and integrate organizational and decision-making structures through the creation of cross-agency Professional Learning Communities (PLCs)
- Refine student support services in order to address barriers to education and employment
- Provide adult school students with a single sign-on for email, online classes (Canvas), and more to aid with communication and improve integration of technology
- Improve flexibility in course scheduling
- Enhance outreach efforts by bolstering marketing and enrollment campaigns and developing strategies for managing business and community partnerships

### Effectiveness of Services

- Implement a data dashboard to monitor and adjust programs based on real-time data and provide reports to stakeholders
- Develop new partnerships with businesses, industries, community organizations, and community colleges
- Hire more qualified instructors, especially in CTE
- Implement data dialogue protocols to improve student achievement and outcomes

While much progress is being made to bridge the gap in a variety of areas that affect adult learners' ability to achieve their educational and career goals; there is still much work to be done. ETCN will continue to work together as a consortium and with our community partners to ensure our students succeed at all levels, now and in the future.

## Assessment

### Overview and Preparation \*

The **Education to Career Network (ETCN) Adult Education Consortium** engaged in a series of activities to help prepare for the completion of this Three-Year Plan, with goals and strategies that are aligned with the needs of the entire region. Through the needs assessment process, ETCN's leadership committee focused on creating strategies to solve this region's gaps in service for adult education. By surveying adult education service providers, community partners, staff, students, and employers, as well as inventorying current course offerings and analyzing Labor Market Information (LMI), ETCN believes that we are in a prime position to continue to strengthen adult education in San Diego's North Inland area.

ETCN comes to understand the needs of our community through a variety of means. To better understand staff and faculty needs, surveys were created and distributed relating to educational technology and other professional development needs. In addition to this, an educational and workforce development survey was provided to our stakeholders, with survey results being discussed at the 2022 Business & Community Forum. During this forum, guests shared thoughts on how adult education is currently playing and should in the future play a role in workforce development and how outside organizations could help support adult education in doing so. ETCN also obtained Labor Market Information (LMI) from the San Diego Workforce Partnership, our county's Workforce Development Board, and our Data Coordinator using the platform Emsi. All labor market information was utilized to identify labor trends and inform ETCN of potential new program offerings, as well as those which had become obsolete. This data was grouped by zip codes and districts to provide ETCN leadership with accurate LMI, helping to meet the goal of course evaluation and program improvement. The [CAEP Fact Sheet for the Consortium](#) was also used in conjunction with data pulled from our Emsi system.

ETCN implements a formal EL Civics needs assessment annually, collects data from regular student surveys, and uses social media feedback and analytics to inform program decisions. For example, ETCN looks at social media engagement data around posts outlining various courses and educational pathways and so tracks interest and trends. A strong relationship exists between ETCN member districts and feeder schools; we keep in close communication with our regional school network to keep our pulse on the needs of incoming students, ensuring that students receive a warm handoff in their transition from high school to adult school and adult school to college.

Working in conjunction with WestEd and our "Super Region" that consists of CAEP adult education consortia in San Diego and Imperial Counties, ETCN collaborated with other consortia on the Course Mapping Project. This project cataloged all adult education Career Technical Education courses along with each course's Standard Occupational Classification (SOC) code/occupation, credentials, and more. This project helped us determine where gaps existed between the region's employment needs and ETCN's offerings and whether or not there was overlap with neighboring consortia's offerings.

Furthermore, ETCN conducts quarterly data dialogues, which aids the Leadership Committee in making decisions that will support student success and alignment with industry needs. Generally, data is provided by our Data Coordinator and/or our Partnerships Coordinator, who both bring emerging labor market trends to the group for discussion and consideration.

After completing all the above activities, the ETCN leadership team was able to discuss findings and, from those, determine our strategies, activities, and outcomes to address CAEP's Three Priority Objectives for 2022-2025.

### **Regional Alignment and Priorities \***

ETCN holds regional collaboration as a key priority and consistently aligns its goals with regional strategic plans from our education and workforce partners, especially pertaining to building career pathways. In order to streamline this effort, ETCN has created a [Goal Crosswalk](#) detailing the major adult education and workforce development strategies and objectives from a variety of regional partners, including the Strong Workforce Program, the San Diego Imperial County Regional Consortium, and the San Diego Workforce Partnership. Furthermore, the Goals Crosswalk has determined common goals between each of our members' Annual Plans, Perkins Comprehensive Local Area Needs Assessments, Continuous Improvement Plan, and WASC Reports.

On March 18th, 2022, the Business & Community Forum allowed us to hold a conversation with industry leaders, economic workforce development representatives, and community representatives to gather important feedback on their needs and goals. Ultimately, we aim to address the needs of our students, and our students' need to be trained for entry-level positions rather than to immediately enter a middle-skill job. Currently, the California Employment Development Department's Eligible Training Provider List (EPTL) does not recognize this as it focuses on middle-skill positions only.

### **Evaluate the Educational Needs of Adults in the Region \***

The educational needs of adults in our region revolve around the challenge of providing equitable learning opportunities for all adult students throughout the Consortium. For example, in our rural areas, programs for ESL, ASE/ABE, career support, and computer skills are in high demand, but opportunities do not exist at levels that could meet this demand. Furthermore, many adult learners have difficulty traveling outside of their local communities with no public transportation. Therefore, expanding programming in these areas or offering online synchronous and asynchronous options would be ideal.

By providing equitable learning opportunities, we strongly believe that ETCN will be able to grow in a focused way that does not undermine our limited resource pool. For example, we continually strive to create more tailored courses that lead to specific career pathways, with courses ideally linked to local, high-demand occupations that come with industry certifications. These types of credentials have the potential to boost adult learners' salaries and hiring potential and often allow adult learners to enter into desirable industries, such as biotech, one of San Diego's largest employment sectors.

Better alignment to labor market demand and job data is key to our growth, as competition for adult learners has increased in the past three years, but we feel confident in our positioning as the premier adult education providers in our region. Of course, this depends on our ability to continue to increase in-person, blended, and online learning options for students to meet their specific needs and schedules. This gap could be filled by offering more short-term career training such as boot camps, short-

term certificate programs that lead to high-wage jobs, or courses centered around professional soft skills such as communication, teamwork, conflict management, personal management, and more.

Lastly, ETCN will create a “graduate profile” to create a better understanding of the standards we would like to place on our graduates, which will help us better prepare our students to do so, thereby allowing us to prepare for the future proactively.

### **Contributions by Entities \***

In order to compile this report, Consortium members each gathered data from a variety of sources, such as student and business partner focus groups for WASC accreditation, regional plans, Labor Market Information, student surveys, attendance at local Chamber and partner meetings such as the San Diego Workforce Partnership, Employment Development Department, and the Department of Rehabilitation. Additionally, several members hold advisory meetings where CTE teachers meet with industry partners to make sure that curriculum and assessments are aligned with the corresponding industry standard. ETCN also sends members to all “Super Region” consortia meetings for San Diego County adult education consortia, as well as multiple state and national adult education meetings and conferences.

All members of ETCN contributed to the Three-Year Plan through a variety of methods, either individually or as a cohesive team, such as organizing a Business and Community Forum that helped create a better understanding of the employment needs of regional businesses and the service needs of community organizations, as well as increasing adult education’s visibility throughout the region.

Within the Consortium, each member participates in data dialogue meetings, regular staff meetings, consortium leadership committee meetings, and our annual retreat, all of which helped guide the Consortium through continuous improvement of the three-year planning process.

## **Regional Service Providers**

**For each Member Agency service provider, enter the number of Participants in each program area.**

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
<b>*Escondido Union High</b>	Member Representative	205	398	356	356	0	0	167	0	0
<b>*Palomar CCD</b>	Member Representative	277	0	510	0	0	0	0	0	0
<b>*Poway Unified</b>	Member Representative	42	111	295	295	0	0	201	0	0
<b>*Ramona City Unified</b>	Member Representative	0	67	0	0	0	0	6	0	0
<b>*San Marcos Unified</b>	Member Representative	0	58	9	0	0	0	0	0	0
<b>*Vista Unified</b>	Member Representative	12	315	372	372	0	0	562	0	0
<b>Total Participants</b>		<b>536</b>	<b>949</b>	<b>1542</b>	<b>1023</b>	<b>0</b>	<b>0</b>	<b>936</b>	<b>0</b>	<b>0</b>

\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
San Diego County Library System	Other	✓	✓	✓	×	×	×	×	×	×
San Diego Job Corps Center	Other	✓	×	×	×	×	×	✓	×	×
San Diego Public Libraries	Other	✓	✓	✓	×	×	×	×	×	×
Online Adult Education Charter Schools	Other	×	✓	×	×	×	×	×	×	×
Universal Technical Institute	Other	×	×	×	×	×	×	✓	×	×
Phlebotomy Training Academy	Other	×	×	×	×	×	×	✓	×	×
Pima Medical Institute	Other	×	×	×	×	×	×	✓	×	×
Migrant Education	Other	✓	✓	✓	×	×	×	×	×	×
UEI	Other	✓	✓	×	×	×	×	✓	×	×

#### Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \*

ETCN members conducted a review of the region's education and workforce training services offered and observed that there is still a strong demand for CTE, ESL, and high school diploma programs. To meet this demand, ETCN intends to increase workforce training and certification offerings and/or realign current offerings to workforce demands to help supply our region with qualified workers, as well as continue to offer high-quality ESL courses and high school diploma programs, including through CASAS's National External Diploma Program ([NEDP](#)).

## Metrics: CAEP Barriers & Metrics



## ✓ **Student Barriers**

### Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Long Term Unemployed (AE 309 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

## ✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

### Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

## ✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

### Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

## ✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

### Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

## × **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	10,243	7,339		5,875	6,051	6,233
Student Barriers	English Language Learner (AE 305 - Overall)	4,804	2,400		2,625	2,704	2,785
Student Barriers	Low Literacy (AE 311 - Overall)	6,591	4,040		4,292	4,421	4,554
Student Barriers	Low Income (AE 310 - Overall)	3,795	2,901		1,659	1,709	1,760
Student Barriers	Long Term Unemployed (AE 309 - Overall)	399	431		433	446	459

## Member Level Metric Targets

\* Mandatory for all members

**Escondido Union High (Reported by Escondido Union High School District (EUHSD) - Escondido Adult School)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,345	996		956	984	1,014
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	82			43	44	46
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	75	11		33	34	35
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	234	78		130	134	138
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	439	174		167	172	177
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	59	92		35	36	3

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	488	186		76	78	80
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	34			11	11	11
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	60			8	9	9
Transition	Participants with Transition to ASE (AE 500 - Overall)	185			41	42	43

Palomar CCD (Reported by Palomar District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	2,817	1,138		678	699	720
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	79	43		0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	37			0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	674	174		450	464	477
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	39	11		0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	191	109		70	72	74
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	98			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	207			0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	48			12	12	13

Poway Unified (Reported by Poway Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	799	533		680	701	722
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	47	21		4	4	4
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	35	42		35	36	37
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	229	89		103	106	109
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	266	162		92	95	98
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	27	31		22	23	23

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	149	152		68	70	72
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	25			21	22	22
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	102			75	77	79
Transition	Participants with Transition to ASE (AE 500 - Overall)	50			47	49	50

**Ramona City Unified (Reported by Ramona Unified School District)**



Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	55	38		35	36	37
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				2	2	2
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	10	11		5	5	5

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	14			4	4	4
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				3	3	3

San Marcos Unified (Reported by San Marcos Unified School District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	52	64		37	38	39
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				4	4	4
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	16	10		6	6	7

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				1	1	1
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	2	2

Vista Unified (Reported by Vista Unified School District (VUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,581	1,187		1,404	1,446	1,489
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	24			13	13	13
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	165	67		118	121	125
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	253	102		151	156	160
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	137	60		92	95	98
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	53	44		32	32	33

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	511	448		249	256	264
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	28			36	37	38
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	90			113	13	13
Transition	Participants with Transition to ASE (AE 500 - Overall)	36			89	92	95

## Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Escondido Union High	100%	100%	33%	85%	85%	85%
Palomar CCD	100%	100%	11%	85%	85%	85%
Poway Unified	100%	100%	52%	85%	85%	85%
Ramona City Unified	100%	100%	8%	85%	85%	85%
San Marcos Unified	100%	100%	25%	85%	85%	85%
Vista Unified	100%	100%	29%	85%	85%	85%

## Objectives

### Address Educational Needs

#### Description of Objective \*

ETCN already has a robust dedicated student support staff that includes Transition Advisors, Career Counselors, and a shared Disability Support Counselor. The support staff provide one-on-one assistance with career planning, class pathways, and class success. They also provide job search skills, assisting with resumes, interviews, and workshops. In addition, support staff assist students in transitioning into community college and finding additional services through our local community-based organizations. Students have the opportunity to meet with a support staff member before they come to school to discuss planning and opportunities. Some sites provide orientations to help the student connect with support staff and ask questions (including about financial support). The front office staff also provide a warm welcome and become a sounding board for our students.

Once the student is in their pathway and in a class, the support team will go to the class and introduce themselves and their services. They will often visit classes throughout the term in order to stay visible. Support team members are also available for student interaction at specified office hours and at various times throughout the day. The support team will also follow up on students to see how they are progressing and may act as a liaison between the teacher and the student. Teachers will also refer students to the support team if they find that they are not succeeding in the class or if they are aware that the student may need additional services.

In order to more fully address the educational needs of its student population, ETCN will need to continue to collect and review data about the student experience. Members will thoughtfully and regularly survey students about educational barriers they face and goals they hope to accomplish, in addition to reviewing data on enrollment, retention, and transfers in order to determine student progress and next steps for instruction.

In addition, ETCN will continue to improve the accessibility of its academic programs. We will work to remove institutional barriers to access and continue collaborative curriculum alignment efforts. Bridge courses in Adult Basic Education (ABE) are currently offered to students who want to earn a high school diploma (or equivalency) in their transition from English as a Second Language (ESL) to Adult Secondary Education (ASE). The next step will be to help those students transition from ASE to college, and in particular help students with developing literacy skills to prepare for the rigors of a college-level program. Curriculum alignment for English courses towards this goal has been a work in progress over several years and will be a particular strategy moving forward.

ETCN will also continue to integrate instructional practices with the practical needs of students. Instructors will continue to provide multiple modalities of instruction (including online, blended, and in-person learning) and identify and share best practices for equity-minded instruction. Members will research, identify, develop and implement career pathways that are either currently in demand or identified as emerging sectors within North County. ETCN will also enhance alignment between programs both to support students who move within the region and to ensure their consistent preparation for higher education.

Finally, ETCN will also continue to look to the broader community for feedback and support as it pursues its objectives. Stakeholders will convene regularly, including in an annual business and Community Forum, consisting of stakeholders to identify gaps and needs in our regional adult education system.

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### Improve Integration of Services & Transitions

#### Description of Objective \*

To improve the integration of services and develop partnerships to support student needs, ETCN will continue to define and integrate its organizational and decision-making structures. The Consortium will convene cross-agency Professional Learning

Communities (PLCs), in which teachers in similar disciplines will meet across districts to share best practices. As many CTE teachers are the only teacher of that subject in a particular district, meeting with their counterparts in other districts will be crucial for professional development.

ETCN has (and continues to refine) student support services that address barriers to education. Support staff work from all sites to assist students in overcoming barriers, whether by offering bus vouchers, helping students find childcare, or helping students find and secure jobs. The support staff also organize annual field trips to Palomar College, an event called the Path to Palomar Open House, to assist students with the transition from adult schools and show them that college is more accessible than they had thought. Moving forward, the Consortium will identify work and internship programs that could link with adult school programs and help students connect with and get hired for workforce opportunities. This strategy will necessitate regular meetings with business partners and advisors to review labor market needs and make sure they align with the Consortium's program offerings.

To streamline the student experience, ETCN will also provide adult school students with a single sign-on for email, online classes (CANVAS), and more to aid with communication and make the integration of technology easier and more seamless. Improving flexibility in course scheduling for students will be key to serving busy adults as well and will be an important goal moving forward.

Finally, ETCN will work to enhance its outreach efforts within the broader community. This will include bolstering marketing and enrollment campaigns, in addition to developing strategies for managing business and community partnerships, both consortium-wide and at individual member sites.

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## Improve Effectiveness of Services

### Description of Objective \*

Improving the effectiveness of services starts with the regular collection and analysis of meaningful data. ETCN will implement an easy-to-use data consolidation and visualization tool (i.e., a data dashboard) to monitor and adjust programs based on real-time data and to provide reports to stakeholders. This will aid the Consortium in comparing year-end accomplishments to goals mapped out at the beginning of the year and determining the efficacy of strategies employed to meet them.

ETCN will also work to develop new partnerships with businesses, industries, community organizations, and community colleges as we help students in our CTE programs reach their personal and academic goals. These partners are key stakeholders who advise on trends, provide feedback on curricula, and help inform what students should know to be competent in a particular occupation or career. Moving forward, ETCN will bring employers into classrooms to discuss what their companies are looking for in candidates and what is new in their industries. During the COVID pandemic, it has been difficult to provide students with facetime with industry partners, and ETCN will need to rebuild connections with past employers and build new partnerships with local industries.

ETCN will need to work to hire qualified instructors. Hiring CTE teachers has been a systemic problem, as the pay rate for a CTE teacher is typically much lower than what they would receive as an industry professional. Strategies to address this include going directly to employers to recruit instructors, posting "now hiring" signs, and posting job notifications on multiple platforms (including platforms not only related to education employment, such as Indeed and Monster). In order to attract and retain these instructors, ETCN aims to provide more professional development opportunities, including providing all staff with the [ETCN Professional Development Website](#) that will serve as a central location for all opportunities for professional learning.

Finally, ETCN will implement data dialogue protocols to improve student achievement and outcomes. Once every three months, representatives from member districts will convene to review data pertaining to student persistence and measurable skills gains, labor market information in comparison to training programs offered, student satisfaction surveys, and teacher surveys on instructional competencies and technology integration. These new protocols will assist in decision-making and inform the creation of professional development opportunities and professional learning communities using [Community of Practice](#) principles.



## Activities & Outcomes

### Activity Name \*

Implement data dialogue protocol

### Objective that Applies to this Activity

Improve Effectiveness of Services

### Brief Description of Activity \*

ETCN will implement data dialogue protocols to help formalize the process of data analysis. Representatives from member districts will convene every three months to review data in order to improve student achievement and outcomes.

### Short-Term Outcomes (12 Months) \*

- Meetings are calendared, and agendas will include data dialogue
- Increase in the amount of documentation during meetings, summaries will include data reviewed, action items, and implications for teaching and learning
- Staff responsibilities are clearly assigned with due dates
- Data is regularly incorporated into our decision-making processes
- Data dialogue is implemented to evaluate student achievement as measured by professional development, PLC artifacts, and implementation protocols

### Intermediate Outcomes (1-3 Years) \*

- Our ability to measure our progress and identify gaps in service that may need solutions improves year over year.
- Targeted data-driven professional development opportunities are created that can be redeveloped and reshaped by new data over time.
- Learning tools and protocols are created that will evolve over time to meet the changing needs of instructors and students

### Long-Term Outcomes (3-5 Years) \*

N/A

### Proposed Completion Date

06/30/2025

### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- 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)

- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### Responsible person(s)

Name
Elizabeth O'Shea-West
Garth Phillips
Kathleen Porter
Nora Kenney
Pauline Leavitt
Stacey Adame
Tom Allison

#### Activity Name \*

Assess and improve Professional Development

#### Objective that Applies to this Activity

Improve Integration of Services & Transitions

#### Brief Description of Activity \*

ETCN will create an annual Professional Development plan based on results from an annual survey that will encourage communication between staff and administrators and promote a better understanding of what training will be needed. With the increase in targeted professional development opportunities, adult education staff and faculty will be better equipped to maintain high levels of service, which will support strong retention rates and transitions to post-secondary education and/or career.

#### Short-Term Outcomes (12 Months) \*

- Twice yearly, member district equity teams will convene in order to showcase promising practices and discuss obstacles
- Staff participation in training related to Diversity, Equity, and Inclusion, integration of technology, and classroom instructional strategies are promoted
- Regular access and use of the ETCN Professional Development Website will serve as a central location for all opportunities for professional learning

#### Intermediate Outcomes (1-3 Years) \*

- Annual Professional Development Plans will be created and adopted.
- Consortium-wide PD focusing on Equity, Anti-Bias, and Trauma-Informed practices are being held
- Professional Development and Annual Teacher Survey results will be reviewed to determine the effectiveness of our current programs and additional areas of need
- ETCN will offer a consortium-wide PD focusing on Equity, Anti-Bias and Trauma-Informed Practices
- All training will be calendared and promoted to appropriate staff

**Long-Term Outcomes (3-5 Years) \***

N/A

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- 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)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

**Responsible person(s)**

Name
Elizabeth O'Shea-West
Garth Phillips
Kathleen Porter
Nora Kenney
Pauline Leavitt
Stacey Adame
Tom Allison

**Activity Name \***

Quarterly Goal Review

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Once every three months, a follow-up meeting will occur to review our SMART goal progress, celebrate wins, and identify areas that are not moving forward as expected. When gaps exist, we will amend the goal or institute any needed changes to help

meet it.

#### **Short-Term Outcomes (12 Months) \***

- A timeline showing all continuous improvement activities will be established
- Quarterly Goal Review Meetings will be calendared and attended, during which discussions of achievements, areas for growth, and action plans will occur
- All changes will be documented, and staff responsibilities and completion timelines will be set

#### **Intermediate Outcomes (1-3 Years) \***

- Preparation for 2023-2024 Continuous Improvement Plan submission will take place
- 2023-2024 strategies and activities will be submitted by the official annual plan deadline

#### **Long-Term Outcomes (3-5 Years) \***

N/A

#### **Proposed Completion Date**

06/30/2025

#### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- 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)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - 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)

#### **Responsible person(s)**

**Name**

Elizabeth O'Shea-West

Garth Phillips

Kathleen Porter

Nora Kenney

Pauline Leavitt

Stacey Adame

Tom Allison

**Funds Evaluation****Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Escondido Union High</a>	\$2,552,718	Certified
<a href="#">Palomar CCD</a>	\$2,598,426	Certified
<a href="#">Poway Unified</a>	\$1,811,271	Certified
<a href="#">Ramona City Unified</a>	\$41,028	Certified
<a href="#">San Marcos Unified</a>	\$110,979	Certified
<a href="#">Vista Unified</a>	\$3,332,845	Certified
<b>Totals</b>	<b>\$10,447,267</b>	<b>6/6 Certified</b>

**Funds Evaluation \***

100% of funds reported for 2019-20 have been fully expended by the Consortium and its member districts. Each member district has been able to leverage funds from sources other than CAEP in order to provide services, support, and instruction to adults in our region. These additional funding sources include Community College apportionment, K12 District Local Control Funding Formula (LCFF), Workforce Innovation and Opportunities Act (WIOA), Perkins, and other grants and donations.

The Consortium intends to allocate funds to member districts in the same way it has in prior years; that is, it will provide each member district the same allocation received for the prior year and a proportionate amount of Cost of Living Adjustment (COLA), if there is one. WIOA funds follow the state's allocation model; i.e., the funds are distributed to member districts based on performance (percentage of payment points achieved in a particular prior year), and each payment point is based on the dollar amount used by the state. When the Consortium identifies carry-over,

member districts discuss priorities to redistribute those funds. In the past, carry-over has been distributed to specific members with identified needs or has been allocated to each member proportionately. Member districts with carry-over funds themselves have not been eligible to receive distributions from consortium carry-over held with the fiscal agent.

The Consortium has opted to use all of the metrics in the WIOA grant to measure progress toward activities in its plan, which has helped to ensure that funds are leveraged to implement the strategies and activities outlined to achieve the outcomes of the plan. Additionally, the Consortium members have aligned the goals and objectives (or objectives and activities) of multiple plans to ensure that funds from all sources are leveraged to achieve common outcomes. For example, the Consortium created a Goals Crosswalk that aligns the goals of its CAEP Three-Year and Annual Plans with the WIOA Continuous Improvement Plan, the goals of the Perkins Comprehensive Local Needs Assessment, and, where applicable, the WASC action plans of individual agencies and/or the Local Control and Accountability Plans of districts leveraging funds through the Local Control Funding Formula (LCFF).

## Certification

### Escondido Union High - Member Representative

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06/13/2022 02:08 PM PDT

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06/21/2022 09:01 AM PDT

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06/13/2022 02:04 PM PDT

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06/13/2022 04:59 PM PDT

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Approved by Vista Adult School Elizabeth O'Shea-West

06/13/2022 05:49 PM PDT



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