

California Adult Education Program : Annual Plan : 2019-20 Produced: Aug 23, 2019, 10:58 PM UTC Michael Reynolds

# 48 San Diego Adult Education Regional Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The San Diego Adult Education Regional Consortium (SDAERC) is comprised of two member agencies: the San Diego Community College District Continuing Education (SDCCD) and the San Diego Unified School District Adult Education (SDUSD). These members serve the entire City of San Diego which is the local geographic region for the California Adult Education Program (CAEP) Consortium Region 48. The vision of the SDAERC is to maintain a cohesive partnership to develop pathways which support adult learners, including under-represented and low income populations living in the City of San Diego, to achieve their basic educational skills and credentials as well as academic and occupational goals through a supportive and guided student-centered approach that leads to career and college transitions and fosters the ability to be economically self-sufficient. Accomplishments from the prior year include an increase in the level of oversight and accountability of the SDAERC Consortium governance and accountability including: establishment of a functional governance structure by expanding representation; approved set of bylaws; enhanced and integrated planning processes; hiring and assigning staff to support data reporting and data-based research; increased financial systems and oversight to support budgeting processes and the integration and achievement of CAEP goals. Additionally there was a focus on increasing the footprint of the Consortium's Adult Education programming through collaborative and expanded outreach and marketing efforts including shared marketing materials for High School Diploma (HSD) programming. Additional HSD accomplishments include implementation of new curriculum aligned with California Common Core State Standards and development of a blended learning model for increased online and blended instructional delivery platforms. Accomplishments also include staffing efforts to further the accountability and operational capacity to implement CAEP programs including increasing efforts in marketing, communication, and coordination of department level planning. Integrated planning and program implementation that leverages Strong Workforce Program Outcomes in order to: 1) Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students; 2) Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market, 3) Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts, 4) Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. For CAEP Year 5 PY 19/20 the Consortium will focus on following primary goals: Goal 1) Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions Goal 2) Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institutions Goal 3) Improve and Enhance Data Driven Decision Making Goal 4) Improve and Grow Consortium Collaboration and Professional Development to Support Goals and Integrate Programs Goal 5) Continue to Maintain and Increase Consortium's Capacity to Address Identified Gaps in Service. The goals will aim to have impact the following consortium indicators: Increased referrals, Increased enrollments, Increased retention, Increased student supports, Increased course and program completions, Increased transitions Incorporation of Guided Pathways approaches, Incorporation of Labor Market Information, Increased placements, Increased recognition and awareness, Increased relationships and partnerships, Creation of an annual research agenda, Overcoming data reporting challenges, Leveraging resources, Shared Professional Development, Increased knowledge about CAEP priorities by member agency and consortium stakeholders, Increased use of effective practices, Improved accessibility, Increased use of technology, Continued capacity for reporting and accountability, and Continued capacity for management, communications, and governance

### Regional Planning Overview

The SDAER Consortium will focus its efforts in PY 19/20 to implement the 3-Year Strategic Plan in the following ways: Use the principles and lens of guided pathways, Integrate and leverage the implementation of CAEP efforts with other planning processes for state and federal initiatives such as Strong Workforce Program, Perkins, WIOA II, Student Equity and Achievement, and Guided Pathways as appropriate. Implementation efforts will take a student centered approach and when appropriate incorporate student involvement and voice. Implementation will start with a planning and inquisitive mindset of "How might we" when approaching our broader goals and strategies. Efforts will include input and buy-in from instructors,

counselors, administrators and staff. Implementation of the strategic plan will make efforts to determine how the plan activities align with staff and faculty goals and motivations. Initial steps to implement the strategic plan: The consortium will organize the formation of an adhoc group to talk about implementation and approach for the formation of project teams. Once project teams are identified, each would tackle a strategy and set of activities. Teams may choose to prototype new strategies and activities. Teams will also identify each strategy and activities in terms of the current stage it is in. As a consortium we will identify shared and common efforts based on shared populations. See Adult Education Learner - Shared and Unique Populations transition graph in 3 Year Strategic Plan. Designated project teams will then outline responsible individual(s) and key stakeholders to carry out the work. After this the project teams may choose to adjust strategies and activities in the plan as needed if it appears that they will not be able to be carried out in PY 19/20.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Create and Enhance Recruitment and Outreach Efforts.

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

Consortium and Work group discussions. Clearinghouse data. Enrollment, Retention and Completion Report. Regional data on homelessness. Regional on population and demographics.

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

Effectiveness will be measured by:
 

- Explore strategic enrollment management initiatives to increase student accessibility to courses and programs and greater likelihood of completion
- Determine and utilize methodology and key indicators to measure and track outreach efforts and outcomes
- Develop and conduct a survey of incoming students to track outreach, transition, ASE, ESL, and CTE courses attended
- Conduct surveys and research which focuses on the needs of key target groups of adult learners and use data to answer the question of what would increase participation for special populations of students

 Additionally the following key local indicators will be assessed and tracked including:
 

- Increased referrals
- Increased enrollments
- Incorporation of Guided Pathways approaches
- Increased recognition and awareness
- Increased relationships and partnerships
- Improved accessibility

### Regional Need #2

#### Gaps in Service / Regional Needs

Collaborate to develop and maintain student-centered common onboarding processes that increase access and align with learner needs

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

Consortium and Workgroup discussions including Human Centered Design
 

- Internal Member Agency planning
- Student experiences and feedback

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

Effectiveness will be measured by:
 

- Assessing current intake forms and scripts as appropriate with input from each member agency
- Utilizing cross agency input in the creation of differentiated orientations by program area, as appropriate
- Assessing the effectiveness of intake and on-boarding processes, iterate, and improve

 Additionally the following key local indicators will be assessed and tracked including:
 

- Increased retention
- Increased student supports
- Increased course and program completions
- Incorporation of Guided Pathways approaches
- Incorporation of Labor Market Information
- Increased use of effective practices
- Improved accessibility
- Increased use of technology
- Continued capacity for reporting and accountability

### Regional Need #3

#### Gaps in Service / Regional Needs

Create and expand curriculum and course offerings that provide clear pathways to employment and further educational pathways as well as reflect community need and labor market demand

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

•Consortium and Workgroup discussions •Internal Member Agency planning •Student experiences and feedback •Enrollment, Retention and Completion Report •Launchboard data •Regional data labor market and career pathway trends •Regional on population and demographics

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

Effectiveness will be measured by: •Development of introductory courses as part of career pathways for students to explore different career opportunities Additionally the following key local indicators will be assessed and tracked including: •Increased enrollments •Increased retention •Increased transitions •Incorporation of Guided Pathways approaches •Incorporation of Labor Market Information •Increased placements

### **Regional Need #4**

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

Continue to promote and increase awareness and access to CAEP programming and support service opportunities

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

•Consortium and Workgroup discussions •Internal Member Agency planning •Student experiences and feedback •Enrollment, Retention and Completion Report •Partner discussions and feedback •Regional on population and demographics

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

•Conduct media campaigns, utilizing social media, advertisements, and other collateral materials, including joint materials as appropriate •Create easy to understand information graphics •Ensure adequate student centered signage in all campus locations •Explore the alignment of SDCE and SDUSD digital presence including website platforms and linkages •Develop and update marketing collateral materials Additionally the following key local indicators will be assessed and tracked including: Increased referrals Increased enrollments Increased retention Increased student supports Increased course and program completions Increased transitions Incorporation of Guided Pathways approaches Increased recognition and awareness Increased relationships and partnerships Leveraging resources

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

Enhanced support adult education programming via communications and student-centered public information campaigns, materials and marketing including printed materials, online presence, social media, print, radio and television media and other community promotions publications, materials

#### **Strategy #2**

Maintain adequate levels of administrative capacity and accounting supports related to the increased reporting and accountability associated with CAEP and the SDAERC

#### **Strategy #3**

Ensure coordination and accountability provided by additional clerical/office staff assistance with department level planning and training as well as collection and tracking of program level statistical data

#### **Strategy #4**

Ensure instructional assistants are provided in key programs across member institutions

#### **Strategy #5**

Determine the feasibility for a data sharing agreement between member agencies in order to share student information for the purposes of recruitment, progress and completion data that adheres to FERPA

#### **Strategy #6**

Utilization of data to inform program outreach and marketing . Utilize K-12 Clearinghouse data to identify targeted SDUSD Schools with low rates of college transition for the purposes outreach and student service transition guidance and counseling

efforts. Determine and utilize methodology and key indicators to measure and track outreach efforts and outcomes.  
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#### **Strategy #7**

Profile students to determine key touch points for transitions and determine barriers effecting student success at entry, throughout pathway progress and at completion e.g. try to understand target population needs so improved services can be provided. Conduct surveys and research which focuses on the needs of key target groups of adult learners and use data to answer the question of what would increase participation for special populations of students. Utilize and share Launchboard data to determine and document K-12 to CTE transitions.

## **Seamless Transitions**

### **New Strategies**

#### **Strategy #1**

Explore the development, utilization, and maintenance of an aligned set of common assessment processes, including but not limited to CASAS, to assess program entry and placement.

#### **Strategy #2**

Institutionalize and standardize the use of CASAS as the primary skill assessment for ABE/ASE programming for the purpose of course level placement

#### **Strategy #3**

Develop CTE pathway program continuum between member agencies. Additionally omlplement IET models between ABE and ESL courses and CTE

#### **Strategy #4**

Create opportunities so that students can engage in work-based learning both within the classroom and at offsite locations

#### **Strategy #5**

Explore, create and implement processes for coordinated student services guidance and advising, as well as offering support services, that support shared and unique learner populations in choosing, entering, and staying on a pathway within and across member agencies, to support transitions to program enrollment, with emphasis on CTE programming.

#### **Strategy #6**

Offer programming and student support services that address the needs of students who experience disabilities including career planning and leveraging partnerships, including with the Department of Rehabilitation.

#### **Strategy #7**

Develop and sustain community partnerships to offer student engagement activities

## **Student Acceleration**

### **New Strategies**

#### **Strategy #1**

Increase the number of new and updated course outlines and instructional materials. Create and expand curriculum and course offerings that provide clear pathways to employment and further educational pathways as well as reflect community need and labor market demand. Establish additional courses and curriculum to increase occupational skills gains and workforce preparation

**Strategy #2**

Improve and Enhance Data Driven Decision Making. Utilize data obtained through student surveys and focus groups to inform approaches to increasing course retention and program completion.

**Strategy #3**

Implement and align ABE and HSDP course content including distance education, online and hybrid content and course materials.

**Strategy #4**

Determine and utilize key data needed to measure and support an increase in HSE/HS Diploma completion outcomes.

**Strategy #5**

Explore strategic enrollment management initiatives to increase student accessibility to courses and programs and achieve a greater likelihood of completion.

**Strategy #6**

Determine the best methodology to utilize data for measuring improvement in literacy gains.

## Professional Development

### New Strategies

**Strategy #1**

To support Consortium priority goal to Improve and Grow Consortium Collaboration and Professional Development to Support Goals and Integrate Programs the Consortium will host and sponsor member agency and consortium professional development efforts aligned to SDAERC strategies. The Consortium will ensure adequate offerings and equitable access to Professional Development between member agencies as well as across program areas and with cross functional participation by faculty, staff and administrators by utilizing cross-departmental and cross-organizational approaches to professional development that align to CAEP programmatic priorities. This will also include facilitating the increase in collaborative relationships between teachers/instructional faculty, counselors and administrators to create a continuum of guided career pathway engagement activities including Passport to Success academy for new faculty and classified staff, Academy for College Excellence (ACE) Five-Day Experiential Learning Institute (FELI), Teaching and Learning Collaborative, and classified staff STAR Conference.

**Strategy #2**

Conduct professional development to train on utilization of multiple measures assessments and program placement processes.

**Strategy #3**

Provide professional development to instructors to integrate equity and diversity into instructional programming;

**Strategy #4**

Create opportunities to share best practices and successes for ASE/HSDP online curriculum alignment.

**Strategy #5**

Improve and host professional development opportunities which offer connections between student-facing services and classroom programming in both member agency and program planning discussions and goal setting efforts.

**Strategy #6**

Provide professional development opportunities to make use of the available member agency, regional and statewide data and plan for the usage of that data for programming enhancements, program offerings, tracking systems, data collection, outreach strategies, marketing efforts, and website utilization.

## Leveraging Resources

### New Strategies

#### Strategy #1

Use the principles and lens of guided pathways to integrate and leverage the implementation of CAEP efforts with other planning processes for state and federal initiatives such as Strong Workforce Program, Perkins, WIOA II, Student Equity and Achievement, and Guided Pathways as appropriate.

#### Strategy #2

Use the principles and lens of guided pathways to integrate and leverage the implementation of CAEP efforts with other planning processes for state and federal initiatives such as Strong Workforce Program, Perkins, WIOA II, Student Equity and Achievement, and Guided Pathways as appropriate.

#### Strategy #3

Continue to support the continuous improvement of new processes for resource prioritization and allocation by conducting survey to gather data to engage the effectiveness of processes and to inform the development of future resource prioritization strategies. The survey instrument will focus on the categories of the resource prioritization resources and support, communication, and the overall process.

#### Strategy #4

Continue to expand and utilize the existing partnership, required under WIOA II: Adult Education Family Literacy Act grant, with the Local Workforce Development Board in order to increase access points, increase enrollments, and increase job placement services.

#### Strategy #5

Continue to expand and utilize the existing partnership with the Local Workforce Development Board to provide wrap around supports for adult learners who are Opportunity Youth that will lead to increased access, increased enrollments, student persistence, and guided transition to college and/or careers supports.

## 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.**

Not Finalized/To Be Developed Budget DUE Sep 30th 2019: Planned allocations are consistent to ensure instructional programming and student supports as well as the coordination of consortium and member agency research, data, financial overnight, as well as accountability staffing.

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

Efforts are made to be fully spent out for PY 17/18 funds by October 2019. This will still leave consortium under-expenditure levels for PY 18/19 allocation. During the current budgeting process there were opportunities identified to incorporate the remaining carry in funds will be to address any unmet non-personnel needs in terms of what could be funded. Additionally all planned personnel positions have been filled. The resource allocation process will clarify justification and best purpose of funds tied to institutional adult education program priorities while assessing the sustainability of multiple year requests.

## Certification

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