

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 20, 2021, 08:33 PM UTC Nate Sachdeva

48 San Diego Adult Education Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

The San Diego Adult Education Regional Consortium (SDAERC) is composed of two member agencies: the San Diego Community College District's (SDCCD) College of Continuing Education (SDCCE) and the San Diego Unified School District (SDUSD) Adult Education Program (SDAE). These members, through the Consortium, serve the central San Diego region which includes the municipality of the City of San Diego that is the local geographic region for the CAEP Consortium Region 48. The SDAERC continues to focus efforts to implement the Three 3-Year Strategic Plan by using the principles of Guided Pathways. This includes emphasis on integrating and leveraging the CAEP Strategies and Activities with other categorical funding and planning processes. The types and size of CAEP programming offered by the two member agencies has a large differential. Due to the changing landscape of the state Community College system, SDCCE has been called to take a broader view of institutional cross-departmental collaborations and planning efforts. SDCCE offers a substantial variety of CAEP instructional programs including ESL, HSD, HSE, ABE, CTE, and Disability Services (DSPS). SDAE provides both HSD and ABE programming. Based on a 1979 Delineation of Function agreement between both agencies, there was an agreement in terms of the populations of adult learners served by both agencies. The main joint program being the Joint HSD Option 2 Program. Integrated planning at SDCCE for the past three years included the following categorical funding initiatives: Perkins, Strong Workforce Program (SWP), Student Equity and Achievement Program (SEAP), and WIOA Title I. Additionally, both member agencies are recipients of WIOA Title II AEFLA funding. As of PY 20/21 SDAE is a new recipient of AEFLA funds for HSD and ABE programming. Our collaboration at the SDAERC focuses largely on "seamless transitions" and guided pathways between member agencies in order to support adult learners in their workforce and occupational skills. 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." See List of Accomplishments: https://drive.google.com/file/d/1KHO4kQq_bbvrksV2w5rmHM_I7pdeAO2D/view?usp=sharing

Regional Planning Overview

The SDAERC's PY 21/22 Annual Plan activities maintained a focus on student centered needs and collaborative efforts. The planning process took place over the summer with a series of open collaborative meetings through a cross functional Ad-hoc Workgroup consisting of faculty, administrators, and partner agency representatives. As we approached the planning for our workgroups, we were cognizant of the fact that we wanted to be inclusive of all areas of our educational institutions so that we would have varied perspectives and voices from all areas of our educational programs. Our 4 workgroup sessions consisted of 50+ invitees that represented all areas of our institutions including members from classified staff, instructional faculty, counseling, as well as managers/deans/administrators. Participants in the open workgroup sessions included representatives from both member agency consortium partners as well as representatives from the San Diego County Office of Education (SDCOE), SDCC District Office, and varied key stakeholders representing leveraged funding initiatives such as SWP, Perkins, SEAP, and WIOA II. With the workgroup in place, the focus remained on being inclusive and mindful of the student journey process across our institutions and the bridging that would take place in the consortiums and beyond. The planning meeting process included the following steps. Each meeting was started with an opening that included specific focus areas (gaps in service, transitions, outreach, and improving data driven decision making). Then an overview of the planning strategies were discussed for each session which was documented in one spreadsheet with multiple tabs that was used to document and archive the findings and progress (See Attachment SDAERC Ad hoc Workgroup Meetings Feedback Chart). This was followed by an overview of the guiding principles to address the main priorities of the day with a focus and perspective of student and community needs. We then moved to breakout rooms in 4-6 groups where there was an assigned group supervisor who made sure team members participated, a manager who kept everyone focused, a scribe who took notes on the spreadsheet based on the questions and focus of the day, and a presenter who reported back to the whole group once the breakout sessions were completed. SDCCE Planning and Research Department conducted a Consortium Effectiveness Survey using the same tool developed in 2019 for the Strategic Plan. This year's survey had a 43% response rate from 32-member

agency representatives as well a community partner. The results of this Consortium Effectiveness survey were presented to the SDAERC at their July meeting. The findings from the survey represented the direction outlined by the Annual Plan Ad-hoc Workgroup meetings. And informed the Annual Plan Gaps in Services as well as the Transition and Accelerated Learning goals. An important finding from the survey pointed to the need for more emphasis on Consortium collaboration and a refocusing on the Consortium purpose. Other tools used to inform the Annual Plan included both agencies' WIOA II AEFLA Continuous Improvement Plan (CIP) Goals. Additionally, in terms of leveraged partnerships, the Annual Plan was informed by the SDWP/SDCCD Joint Partnership Subcommittee with the local Workforce Development Board.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

1. Consortium's Emphasis on Collaboration and Purpose: As we are moving into Year 7 of the Consortium a Consortium Effectiveness Survey (see Attachment Consortium Effectiveness Survey Report) was conducted and identified that identified a need to refocus on the collaboration and purpose for the SDAERC and CAEP with more integration between SDAS and SDCCE. This also included feedback for a need to revisit the CAEP Consortium background including the opportunities for re-invigorating the purpose in terms of time, efforts and utilization of resources with emphasis on collaborative work of the SDAERC. 2.COVID Pandemic: The Regional Needs identified include those impacted by the movement to the Distance Education and remote Student Services in an online operational environment. As we make movement to reopening campuses to face to face and hybrid learning this is uncovering new and arising needs that are pandemic related. We've found that some are eager to return while others will be hesitant to come on campus. Thereby some potential students may miss out on knowing about student services and supports. Member agency SDAE is impacted by the HS campus protocols since locations are at Comprehensive High School facility sites . This has led to need for identifying appropriate COVID messaging and getting the word out to encourage students to return to education. 3.Digital Equity and Inclusion–Based on the movement to online instruction and the significant reduction in enrollment numbers, it is unknown how many are leaving or not enrolling in AE due to lack of technology equipment, Wi-Fi, or digital literacy skills. Currently some programs are using surveys to assess digital needs. But there is not a consistent approach to doing this and because both institutions moved to fully online instructional services and many enrollment numbers have decreased. A survey conducted by the SDCC District indicated that online support services were not known to most students who responded. Less than a third of respondents were aware of online support services according to that survey. Currently some programs are using surveys to assess digital needs but there is not a consistent approach to doing this.4.Onboarding: Addressing the onboarding issues at SDCCE has been identified as a critical issue to the processes at SDCCE that are challenged. This relates to information sharing and processes to identify courses, scheduling, orientations, Student ID, enrolling and following the district steps in the Campus Solutions student information system. Because of the COVID Pandemic, these issues have risen to the surface. Due to the reduction in enrollment numbers, it has become an even more area of need to be addressed. It is apparent, but unknown, how many students may not participate in Adult Education instructional programs and various services due to the onboarding challenges. However, onboarding challenges have been identified through partnership feedback, internal constituency feedback, and a recent district survey that many students are unaware of offerings or how to access. This may be an issue for potential adult students as well not being able to easily access onboarding supports in our noncredit institution. This may be an issue of communication and clarifying processes and roles, particularly with regard to the needs of different constituencies of students and the onboarding aspects of the various noncredit programs as well as ease of access. There has been much need identified to expedite making website easier for students and potential students to navigate through. 5.Data Tracking: Another Regional Need is in regard to data tracking between member agencies as well as data points related to access, retention and completion have been an issue for member agencies. With the COVID pandemic this has added additional nuances. Some of the needs that have been highlighted include not knowing which SDUSD and SDAE student are transitioning to SDCCE and having data to determine who may not be attending CAEP programming since the movement to online due to COVID. As well, there is a need identified for student centered data and voice to inform what services may be needed to support them. The need to proactively seek out feedback and listen to our student needs to inform our programs has been highlighted as a regional need. Finally, as a border region there is a need identified to understand the factors impacting binational students in adult noncredit education.

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

Student Surveys, Feedback from Constituencies, data from both institutions, planning process.SDAERC Ad hoc Workgroup Meetings

Feedback:Chart:<https://docs.google.com/spreadsheets/d/1wcVMN8q5hjIAZyLzz65aqcJQuRZFcB6Rutk4VoNWNp8/edit?usp=sharing> Consortium Effectiveness Survey Report:

<https://drive.google.com/file/d/1XfbUDx6MGvZX4pi0AFImP9PzGK41q7x-/view> SDAERC Transition Populations Chart:

<https://drive.google.com/file/d/1r8HYswlToc2Scv6wa9uGdVQQ-L8qFt69/view>

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

Student MIS data, consortium Meetings, workgroup meetings. SDAERC Indicators of Success: Increase referrals Increase enrollments Increase retention Increase student supports Increase completions Increase transitions Incorporation of Pathways pillars Incorporation of LMI Increase placements Increase recognition and awareness Improve accessibility Increase relationships and partnerships Creation of a research agenda Overcome data reporting challenges Leveraging resources Shared Professional Development Increase knowledge about CAEP priorities Increase use of effective practices Increased use of technology Continued capacity for reporting and accountability Continued capacity for management, communications, and governance

Outcomes: Enrollments Educational Functioning Level (EFL) Literacy Gains Occupational Skills Gains CDCP Certificates Workforce Preparation HSD/HSE Completions Post-Secondary Transition Entry into Post-Secondary Entry into Employment Increase Wage Gains Additional Data Reporting Annually Must report on Enrollments by Program Area & Student Hours by Program Area & Expenditures by Program Area SSN Demographics Barriers to Employment Cultural Barriers Disabled Displace Homemaker ELLEX Offender Foster Care Homeless Long Term Unemployed Low Income Low Level Literacy Migrant Farmworker Single Parent TANF Class Data Attendance Data Course & Program Completion Data Services Supportive Services Training Services Transition Services Career Services

Gaps In Service**New Strategies****Strategy #1**

1. Consortium's Emphasis on Collaboration and Purpose: a. Re-visit the CAEP Consortium background at regular consortium meetings. Re-introduce purpose of CAEP and expected outcomes. Have a team of voting members and other constituencies attend the CAEP Summit b. Review the Consortium voting membership and ensure that those who can affect change and impact the improvement and support of SDAERC activities and objectives are involved. c. Form working groups and teams in major Annual Plan Activity areas. d. Review budget allocation to ensure funding is adequately being directed towards annual and strategic plan goals

Strategy #2

2. COVID Pandemic: a. Facilities/Infrastructure is a strategy related to COVID regarding campus space reopening. This includes ensuring adequate bandwidth/internet connectivity/wifi for optimum performance and eliminating the wifi "dead zones" on campuses. b. Facilities/Infrastructure Additionally, due to shift to online and hybrid learning there will be software tools needed for conducting remote operations and communications. Ensuring students have the necessary technology devices to participate in online learning. c. Facilities/Infrastructure solutions for online and hybrid learning may also include sound-proof office space for online/hybrid faculty to develop multimedia materials such as video tutorials, lectures, as well as facilitate web conference meetings with students – d. Facilities/Infrastructure: Opening a full testing center for electronic HSE and Industry Recognized Cert. Current Gaps in Services such Office 365 & Adobe Acrobat Pro Campus.

Strategy #3

3. Digital Equity and Inclusion needs a. See below Accelerated Learning

Strategy #4

4. Onboarding: a. Assess potential strategies to enhance and improve student enrollment/orientation processes to better assess student needs during onboarding. This includes those related to COVID Pandemic impacts. b. Identify possible ways to personalize and humanize onboarding processes. This may be through enhanced cross departmental communication

methods (Instruction, campus, OSS, Counseling, PIO). Utilize student ambassadors and word of mouth” which is an effective way to connect. Using personal in person contacts are key. This may include assigning and hiring personnel for support desks, developing FAQ’s, outreach efforts using new messaging, presentation strategies with the community SDUSD, SDAE, SDCOE professionals, parents, and other community strategies. These will not only talk about programs but assist students and potential students with the onboarding processes. e.Regularly review the touch points through research on website and social media. Reviewing and update course, orientation, enrollment and other onboarding information listed on website and simplify and clarify processes as needed.f.Gather feedback from students from various constituencies and populations as to their different experiences on different programs of study. Attempt to have a more consistent website and program navigation processes.g.Explore the ability to connect personally with students for onboarding students that have left and not returned. Explore the areas that developing onboarding scripts would be helpful, develop scripts and conduct training. Including in addressing any demographic data collection during onboarding.

Strategy #5

5.Data Tracking: a.Review the Data Sharing MOU between SDUSD and SDCCD and ensure all Adult Education and noncredit aspects are included. Continue efforts to review and utilize data sharing processes between SDUSD and SDCCE. Train necessary personnel to ensure the ability to track student transitions between institutions. Identify leads from both agencies to work reviewing the inter-district MOU. Engage both District’s for involvement and any approval of a revised MOU or processes. b.Develop a tracking and referral process at SDUSD AE for those students who will earn their high school diploma and would like to transition to SDCCE. . Institute online exit surveys shared between institutions. c.At SDCCE, develop a pilot of retention, success, and persistence metrics assess the development of program dashboards to share information.

Seamless Transitions

New Strategies

Strategy #1

(See Attachment SDAERC Transition Populations Chart). 1.Form a Project Team that includes existing staff to define roles and hire assign, training and support Transitions Specialist/Navigator(s). This being the highest priority for transitions between member agencies CAEP programming. This will focus on SDAE transitioning students as well as graduating seniors from historically low college going SDUSD comprehensive High Schools based on SDUSD Clearinghouse data. Project Team will ensure that there are point(s) of contact assigned in both agencies to equitize relationships and create a consistent systemic process for incoming students. The role of the student “Transitions Specialist/Navigator (s) will be for pre-enrollment engagement, develop relationships to help disarm incoming students that may be intimidated with a new college environment, and provide the benefit of personalized supports. These positions would work closely with both member agencies and would ensure “direct contacts” – for students and instructors and/or counselors.

Strategy #2

2.The above activity may also include assigning a SDCCE OSS Counselor(s) to interface with SDUSD AE students and who would work as part of the project team of Transition Specialist/Navigator(s), instructors and other personnel to ensure warm handoffs and tracking. OSS will work on setting up clear processes and academic counseling contacts and communications. Identify a Point Of Contact at each campus to promote unique opportunities. This strategy would also include SDUSD assigning representatives to work with SDCCE.

Strategy #3

3.Increase cross member agency collaborative efforts to provide student centered career guidance and counseling supports to reach transitioning SDUSD AE and other K-12 HS Graduates. This will include hosting local school counselor events, expanding connections, developing usable communications efforts, offering tours, and using different modalities to connect with potential transitioning students based on their life situations and needs. Maintain consistent communications, information sessions and meetings with assigned agency points of contacts for outreach and marketing to transmit information to students via word of mouth. By marketing to local schools and counselors who are working with incoming adult learners. The focus of efforts will be on consistent communication, information sharing, and supporting materials to be developed.

Collaboration on career assessments between member institutions that can be provided. SDCCE will work with SDAE to ensure a similar, but not exact process or tools. Career Counseling at SDCCE remains under the purview of Career and College Transitions Team. The purpose will be to enable incoming adult learners to make informed decisions regarding choice of courses/pathways.

Strategy #4

4. Increase the usage of technology for all aspects of CAEP programming from marketing, recruitment, and on-boarding. This includes collaborative cross-agency opportunities that support transition. Examples may include Digital campus tours, launching the ConexEd/Cranium Café, expanding the use of the EZtext options work in tandem with SDUSD and Outreach teams. Determine if its feasible to have a common student Help Desk between SDUSD/SDCCE for adult learners and perhaps an online web-based Help Bot. This will include a Common Intake Form being added to the online Cranium Cafe “Welcome Lobby”.

Strategy #5

5. Review and determine system improvements for the Onboarding processes at both member agencies. At SDUSD this will include launching orientations with strengths inventory to identify careers that might be of interest. Implement the SDCCE Intake Form using the Cranium Cafe and include SDUSD students as a data point and share the Cranium Cafe onboarding system with SDUSD. Use data informed planning that includes identifying digital equity and literacy needs as part of onboarding. This may also include fostering the development of ongoing relationships with Navigator/Transition Specialist or transition counselor(s) as part of the onboarding.

Strategy #6

6. CIP: San Diego Adult Schools will increase the number of students who achieve an employment outcome by 5 percent, from 13% to 18%. By incorporating workforce readiness components to current online curriculum, which include resume building, career assessments and creating partnerships with employers which may lead to internships. Administrators will review progress using quarterly data report

Strategy #7

To support Strategic Plan Goal #1: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institution (see Strategic Plan Transition Population Chart). Strategy 1e: Develop and maintain processes, systems and communications to track placement into employment and further. Continue to conduct and analyze the periodic employment surveys in WIOA II Programs through the Core Performance survey as well as the CTEOS survey for CTE. SDCCE through College and Career Transitions Team will continue to track placement of students placed and assisted with employment through tracking sheets created in the department as well as through the new implementation “Handshake”. In addition, look at exploring the ability to conduct and analyze the data from CTEOS and Launchboard. Then move to more real time employment surveys for all instructional programs with current students or more recent alumni. SDUSD will look at potential incentives for completion.

Strategy #8

8. SDUSD will continue to utilize the LWDB/SDWP career portal for SDUSD students seeking job placement and readiness supports.

Strategy #9

9. The SDCCE College and Career Transitions Team will reach out to SDUSD to include them and promote in Job Readiness events, workshops and spotlights.

Strategy #10

To support the Strategic Plan Goal #2: Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institution. Focus on Internal Marketing, Outreach and career pathways efforts at SDCCE to support both new student and returning students who are enrolled in foundational Adult Education instructional programs such as ESL/ABE/ASE to provide supports to transition to CTE program areas. This will include concerted efforts to provide counseling and student services for these transitions. In addition, this includes Integrated Education and Training in intermediate and advanced ESL and VESL programs to transition to CTE courses, through the IELCE plan. This will also occur in a pilot to create DSPS CTE Pathways.

Strategy #11

11.To fulfill the need for additional external Marketing and Outreach due to drop in enrollments, there will be additional efforts to build upon and concentrate on community relationships and partnerships, including expanding distribution lists, and developing new tactics and timelines for sharing course information. Coordinating SDCCE Outreach efforts with SDUSD and SDCOE and planning new strategies and expanding relationships for doing so.

Strategy #12

12.Update the marketing strategies and materials for the Joint HSDP. This includes updating flyer and other marketing mediums. This will include a project team including s SDUSD point persons for doing so.

Strategy #13

13.To further enhance transitional supports for a variety of populations of adult learners (see Strategic Plan Transition Population Chart) create new marketing materials, update flyers, messaging and marketing mediums. Include translations of communications to adult learners in the top 3-5 ELL language (Spanish, Chinese, Vietnamese, Arabic, and Farsi). Employ the use of and formalization of student testimonials.

Strategy #14

To support the Strategic Plan Goal #3: Improve and Enhance Data Driven Decision Making14.To further understand the impacts of the College and Career Readiness (CCR) Course, which is a common course taken for Joint HSD Option 2 students at both member agencies. Start a research project to collect data on the CCR course and the new Bridge Pathways Programming which combines CCR with Introduction to CTE courses. This will be done to understand the success of CCR students in their educational pathways which an eye on transitioning students from SDUSD, and their success on completing the CCR, testimonials about the course and bridge programming and efforts to pursue further education in CTE at SDCCE.

Strategy #15

15.To further understand data about the HSDEP program analyze data of students who have completed their HSD or HSE and transitioned to CTE or credit college. The aim would be to do a pilot study for both SDUSD students as well as SDCCE HSDEP students.

Strategy #16

16.Support Data and Research for SDCCE through employment of personnel and software that supports the CAEP plan goals and activities.

Student Acceleration**New Strategies****Strategy #1**

Digital Equity and Inclusion: 1.In response to movement to Distance Education and to support students to successfully be retained in instructional programming focus efforts on digital equity and literacy. This may occur prior to starting classes through orientation workshops, short term digital literacy courses, or could also be done through ongoing instructional tutoring supports focused on computer skills and technology literacy needed to be a successful adult learner. 2.Participate in and explore the adoption of the City of San Diego's Digital Navigator model from <https://www.digitalinclusion.org>. 3.Offer new classes through ESL called Online Learning Skills for beginning, intermediate and advanced ELL students.4.CIP Goal/SDCCE: ABE, ASE, and ESL students who are new to online learning will improve their readiness for online instruction by completing a 1-hour online Distance Learning Orientation session. Through implementation of the orientation, learners will access print and digital resources to assess and improve their digital literacy and technology integration skills, and learn how to begin, navigate, and succeed in their new online class

Strategy #2

Distance Education Instruction: 5.Continue offering and building our distance education courses as the pandemic and the movement to online learning has been opening the door for more SDUSD AE students to access SDCCE students. 6.Create new

proposed student training including asynchronous self-paced modules, on demand synchronous one to one web conference tutoring, asynchronous chat, and tutoring (one-to-one and group).7.Continue to support the instructional needs of “skill builders” with increased number of short-term certificate programs and by developing data analysis methodology to measure short term certs for skill builders.

Strategy #3

HSDP:8.Form a workgroup of faculty/instructors from both member agencies focused on the Joint HSD that includes the following activities: possibility of expanding completion/graduation requirements to include allowing more CTE or other courses to meet the Option 2 HSDP requirements (e.g. not college requirements; develop and present such a change as a joint proposal for approval through the SDUSD BOD through an equity and inclusion lens; explore how to further alignment curriculum between the member agencies. 9.CIP Goal: SDAS focus on improving the HSD graduation rates by 5 percent (from 6% to 11%). by expanding access to technology, students will be able to access online learning platforms and earn the credits necessary to graduate from the high school diploma program. Administrators will review progress using quarterly data reports. 10.CIP Goal: SDAS will increase the number of students who achieve a Functional Level Gain with pre and post testing by 5 percent (from 0% to 5%) and High School credits earned by 5 percent (from 4% to 9%) by hiring a literacy instructor that is equipped with targeted strategies, students will receive individualized instructions with a focus on improving literacy skills and administer assessments to measure learning gaps and receive personalized remedial sessions to improve literacy skills and monitor student attendance, engagement and progress. Administrators will review progress using quarterly data reports. 11.SDCCE will research considering t the feasibility of opening a full Pearson Vue testing center for electronic HSE and Industry Recognized Certifications at a campus that is accessible to the majority of HSE students home addresses and campus location (possibly ECC). 12.CIP Goal: SDCCE will increase the rate of course completion for online HSD programs by 5% as measured by the number of students who satisfied completion requirements between Fall 2020 and Fall 2021 semesters. Through the creation of the new Online Skills courses and the Online Orientation for HSD and HSD faculty will receive, learners will benefit from improved instruction and additional resources, which will help them succeed in and complete the course.

Strategy #4

Bridge Programming13.Continue building out the offerings of the CCR course as a component not only of the HSDP but also for building out Career Bridge Academy Programs with Introductory CTE pathway programs. CCR has been very successful, and students benefited from the remote options. SDUSD students successful in 2021 CCR courses.

Strategy #5

ESL14.Increase the co-enrollment of ESL students in the CTE courses compared to 2019-2020 school year co-enrollment. Through the development and implementation of VESL career modules, learners will have access to contextualized, zero-cost modular lessons to gain the necessary skills to transition into and succeed in the targeted career education programs. Implementing new Pre - Vocational ESL curriculum will enable students to complete programs in one semester (from Beginning Low through Advanced ELL). ESL's inclusion in the ICOM project, by fall 2022, will allow all five Pre-Vocational ESL programs to have fully online, multi-skill, interactive content that is zero-cost to students. 15.Increase the rate of course completion for Advanced ESL programs by 5% as measured by the number of students who satisfied completion requirements between Fall 2020 and Fall 2021 semesters. Through the creation of the new Online Skills courses and through the mentoring which the ESL and faculty will receive, learners will benefit from improved instruction and additional resources, which will help them succeed in and complete the course.

Professional Development

New Strategies

Strategy #1

1.Continue to support professional development activities through the employment of a Faculty PD Coordinator as well as supporting PD events and conferences online teaching & learning skill development as well as student equity and achievement skills and awareness for faculty, classified staff and administrators. This includes equity-centered activities for all to support student success, support for remote work and transition to campus/hybrid for all constituencies, while moving forward to

embrace new, innovative models of teaching and working, with student success and student centered approaches at the center of the work.

Strategy #2

2.Continue the SDCCE DE Mentorship model including making recommendations for pedagogy, hardware, and software for hyflex classes that increase student access and success. By September 1, 2021, make early recommendations at Fall Flex workshop for pedagogy, hardware, and software for hyflex classes that increase student access and success based on field-test/pilot during summer 2021 that serves fully online/Zoom students and on-campus students. By February 1, 2022, present best practices and lessons learned at Spring Flex workshop for pedagogy, hardware, and software for hyflex classes that increase student access and success based on field-test/pilot during fall 2021 that serves fully online/Zoom students and on-campus students. Extend the DE Faculty Mentorship project as a pilot in collaboration between member agencies by providing one-to-one, group, and course design mentoring to SDUSD HS instructors. Explore the possibility of holding a professional development summit with high school instructors from SDAS and SDCCE.

Strategy #3

3.Continue the Five Day Experiential Leadership Institute (FELI) in order to share the Academy for College Excellence Model that is the basis for the CCR course. And to ensure more faculty, classified staff and partners are training in the model with the hopes of certifying more CCR instructors.

Strategy #4

4.To support transitions, collaborations, and other shared populations served by both member agencies, there will be an effort to explore professional development for case management training models, transitional navigator best practices, and possible focus on youth development principles for young adult learners 18-24.

Strategy #5

5.SDAE HSP program will focus Professional Development in Literacy for the year. This is a high need for the program. Strategies will be developed in Fall.

Strategy #6

6.Because of COVID and the movement to online and continued online and hybrid instruction which has surfaced a regional need regarding a digital equity and inclusion gaps so this will ensure the PD plans will support opportunities and resources for Instructors, Instructional Aides, and other instructional support Staff.

Strategy #7

7.SDCCE will continue to implement Work Based Learning approaches including increasing employer connections to classrooms such as Capstone panels, as well as strengthening industry advisory boards to create direct pipelines for career education programs. Student Ambassador models.

Strategy #8

8.SDAE will continue to use File Maker Pro for student information system and case management and will incorporate a counseling component to which training will be conducted with Instructors and personnel.

Strategy #9

9.SDAE instructors will be trained on workforce readiness and Employment Earnings Survey. By incorporating workforce readiness components to current online curriculum, which include resume building, career assessments and creating partnerships with employers which may lead to internships.

Strategy #10

10.SDAE will evaluate the process of monitoring student academic progress and setting learner objectives and engage in professional development for doing this.

Leveraging Resources

New Strategies

Strategy #1

Goals are mostly related to not only leveraged resources but also leveraged Adult Education Partnerships 1. The following resources are sources of leveraged funding for SDCCE: HEER F, SWP, Perkins, SEAP, and GFU. For both agencies WIOA II is also a key leveraged funding. The annual Budget Bill Program Area reporting will track these leveraged funds by CAEP program area and will be analyzed by member agencies and SDAERC. 2. Goals related to leveraged partnership related to the Local Workforce Development Board, the San Diego Workforce Partnership. SDCCD will continue to work with SDWP through the Joint Partnership Committee. This includes setting collaborative goals to explore the possibility career center collaborations. Explore opportunities to strengthen referrals from SDCCD institutions to SDWP Career Centers – specifically for UI customers that are seeking training. For SDUSD AE they will continue to work with SDWP and utilize the LWDB Career Portal. Goals related to partnership and to focus on collaborations and partnerships with the San Diego County Office of Education's (SDCOE) Juvenile Court and Community Schools (JCCS) and CTTE efforts for transitioning young Adult Learners. This may include identifying resources for how to better support parents of JCCS students Determine ways to support the HS graduates from the East Mesa Juvenile Detention Facility who are under supervision by the County due to DJJ closure. This may include skills training either virtual or in person options for these young adults. This could be an option for WIOA Title II 225 funds.

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.

The PY 21/22 Budget has not been submitted. This is due on September 30th in NOVA. However, at both member's institutional level beginning of the year budget processes have been finalized. For both member agencies these align with CAEP Annual Plan strategies in addition to coordination of consortium and member agency research, data, financial oversight, as well as accountability staffing. Institutional strategies are able to use braided and leveraged with other funding sources such as General Funds, Strong Workforce, WIOA II, Student Equity and Achievement Program, and HEERF.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21. Efforts are made to be fully spent out for the PY 19/20 Allocation funds by September 2021. For both member agencies the PY 20/21 State CAEP Allocation (Year 6) will be the primary source of funds to be spent out this year. This puts both agencies approximately a year behind in spending however we have both shown noticeably expenditure level improvements in the past 2 years.

Certification

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