



# Strategic Plan 2023-2025

## San Diego Adult Education Regional Consortium (SDAERC)

SAN DIEGO  
CONTINUING  
EDUCATION



**San Diego Unified**  
SCHOOL DISTRICT

<https://sdcce.edu/organization/special-projects-and-grants/sdaerc>

# What Is CAEP?

- ❑ Part of State Legislation (AB104)
- ❑ Legislation is directly tied to Consortium Collaborations
  - ❑ With all AE providers in the region: SDAERC SDUSD & SDCCE
- ❑ Purpose: Transformational Change Adult Education Instructional Programs:
  - ✓ CAEP Instructional Programs: ABE, HSD/HSE, ESL/Citizenship/VESL/IET, CTE, Adults with Disabilities
  - ✓ Includes: Noncredit CC & K-12 Adult Education Programming
- ❑ Funding must be used to support efforts that help to fulfill Student AE Outcomes
- ❑ Funding must be used to support SDAERC Strategic Plan and Annual Plans
- ❑ Leveraged Funds are part of CAEP reporting requirements

# SDAERC Vision & Purpose

**“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”**

# Consortium Responsibility

- ❑ SDAERC is designated by State of California legislation (AB104) as the decision-making body for California Adult Education Program (CAEP) programming and funding
- ❑ SDAERC is designated accountability for CAEP strategic plans, annual plans, funding allocations, budget plans, expenditures, and overall effectiveness of the Members and Consortium to address AE in our region
- ❑ SDAERC is charged with evaluation of Member Agency effectiveness, improvement of service integration, as well as improvement in student transitions to post-secondary education or workforce
- ❑ SDAERC is charged with aligning services with providers who serve adult learners in systems such as: Workforce Innovation Opportunity Act (“WIOA” I & II), and engagement of community stakeholders.

# 2022-2025 CAEP Strategic Planning Process Overview

*The Strategic Plan development process included emphasis on integrating and leveraging the objectives, activities, and outcomes with other institutional processes. Some of the steps included:*

- Fall Consortium meetings with a “rear view window” for what was accomplished as well as unfulfilled gaps of the previous plans
- CAEP Road Shows:
  - SDCCE participatory governance and program team meetings
  - SDUSD AE Team
- Inclusion of previous SDAERC 19-22 Strategic Plan Goals & Strategies
- SDAERC Effectiveness Survey Feedback
- Alignment with SDCCE Strategic Plan that included aspects of Program Review
- SDCCE Strategic Enrollment Management Planning (SEMP) – Note: *SEMP Taskforce work is not final but represented in goals/activities*
- Alignment with other categorical funding initiatives such as:
  - WIOA II AEFLA (both agencies Continuous Improvement Plans)
  - SWP and Perkins Plans

# State Defined Objectives for Plans

- 1. Address Educational Needs:** Strategies to address the educational needs identified
- 2. Improve Integration of Services and Transitions:** Strategies to improve (1) integration of services and (2) transitions into postsecondary education and the workforce
- 3. Improve Effectiveness:** Strategies to improve the effectiveness of the Consortium and its services

# Address Educational Needs: Strategy

Grow back CAEP instructional program enrollment to support the adult learner community in the region. This will be accomplished by creating, revising, and diversifying the curriculum and course offerings that provide clear pathways to employment and further education.

Strategy will reflect community need and labor market demand with an emphasis on diversity, equity, inclusion, social justice, and anti-racist lenses.

CAEP Instructional programs will continue to use data to assess program need, effectiveness from an adult learner and labor market perspective. This includes a close correlation to changing demands for Distance Education from learners, and need to improved technology in the classroom and in the workplace of the labor market.

A close lens will be given to student-centered scheduling accomplished through increased data review, internal and external communication, improved schedule development processes as well as data exchange and collaboration between departments.

# Addressing Educational Needs: Activities

1. New and Updated Courses and Certificates
2. New and Updated Courses and Certificates - Career Pathways & Bridge Programming
3. New and Updated Courses and Certificates - High School Equivalency Programs



# Addressing Educational Needs: Activities

4. New and Updated Courses & Modalities - Digital Equity and Inclusion
5. New and Updated Courses & Modalities - High School Diploma Programming & Partnerships

# Addressing Educational Needs: Activities

6. New and Increased Effective Instructional Modalities
7. New and Increased Effective Instructional Modalities - Distance Education
8. New and Increased Effective Instructional Modalities - Open Educational Resources
9. New and Increased Effective Instructional Modalities - Diversity Equity and Inclusion
10. New and Increased Effective Instructional Modalities - Career Pathways & IET

# Integration and Transition: Strategy

Increase and systematize student centered transitional pathways by enhancing and expanding supports and practices to careers and college, both noncredit and credit.

This will be accomplished through various services and student supports such as marketing, outreach, communications, counseling, employment, efforts for credit enrollment such as promise scholarships and "credit by exam" promotions. Along with collaboration with National support agencies and opportunities for noncredit to credit alignment.

Strategy will target student populations, based on adult learner data of current and potential adult learners in the region. See Student Transition Population diagram.

Will include services and student support activities which focus on Member and Partner agency transition populations including SDUSD AE and comprehensive K-12 High School graduates as well as current noncredit learners moving from ABE/ASE/ESL to Non-credit CTE and credit college.

The focus on community partners will include those from public and nonprofit sectors who serve and advocate for unique populations of adult learners in the region.

# Shared and Unique Populations

## *Adopted in Past Strategic Plan*

Adult Education Learner - Shared and Unique Populations								
SDUSD Traditional High School Graduate Student (18+)	SDUSD Student who did not complete HSD (18+)	SDUSD Opportunity Youth 18-24 dropped out and/or are unemployed and not attending school	SDUSD ELL “aging out” (18+)	Adults without a HSD/HSE (20+)	Adults who need English skills, citizenship	SDCE CTE Student	Undecided Adult Learner	AE Graduate
Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓
SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ASE or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ESL &/or SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ASE &/or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ESL ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	Employment &/or SDCCD credit	Career Exploration to determine SDCE coursework ↓ CTE ↓ Employment &/or SDCCD credit	SDCE, Credit or CTE

# Integration and Transition: Activities

1. Current Student Transitions (SDCCE): Foundational AE students to transition to CTE and Credit
2. Consortium Partner Agency Transitions
3. Outreach Services & Transition Navigators
4. Targeted Marketing & Communications
5. Career and College Transition Programming
6. Career Planning, Guidance and Educational Plans
7. Credit by Exam

8. SDWP/IWDB Collaborations

# Improve Effectiveness: Strategy

Ensuring the success of the regional CAEP Consortium Initiative to work collaboratively and refine the accountability measures to evaluate consortium effectiveness that supports a comprehensive, sustainable models for providing career-focused educational opportunities.

The activities described are meant to address gaps in services and ultimately to fulfill the Vision for the SDAERC which 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.”*

# Improve Effectiveness: Activities

1. Consortium Governance & Effectiveness
2. Strategic Enrollment Management Planning (SEMP)
3. Student Onboarding
4. Data, Research and Analysis
5. Member to Member Agency Student Transition Data
6. Professional Development (PD) to Support CAEP Goals & Activities
7. Personnel for CAEP Instructional Programs and Consortium Accountability

# SDAERC Outcomes & Indicators

*Adopted in past Strategic Plan*

## **Student Indicators**

- Increased Referrals
- Increase Enrollments
- Increase Retention
- Increase Student Supports
- Increase Completions
- Increase Transitions
- Increase Placements
- Improve Accessibility

## **Practice Effectiveness**

- Shared Professional Development
- Incorporation of Guided Pathways Approaches
- Increased use of Technology
- Use of Effective Practices

## **Data, Research, and Reporting Effectiveness**

- Creation of a Research agenda
- Continued Capacity for Reporting and Accountability
- Overcome data reporting challenges
- Incorporation of LMI

## **Governance Effectiveness**

- Increased Knowledge about CAEP priorities
- Increase Recognition and Awareness
- Increase Relationships and Partnerships
- Leveraging Resources
- Continued Capacity for Management, Communications, and Governance



# Metrics - *Barriers and Enrollments*

	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25
<b>Numbers Served</b>	27926	17426		17426	19169	21085
<b>Barriers</b>						
<b>ELL</b>	16058	9056	NA	9056	9962	10958
<b>Low Literacy</b>	19970	11439	NA	11439	12583	13841
<b>Low Income</b>	12272	8695	NA	8695	9565	10521
<b>Long Term Unemployed</b>	3537	3625	NA	3625	3988	4386

	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE
	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25
<b>Numbers Served</b>	21989	14630	NA	14630	16093	17702

	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD
	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25
<b>Numbers Served</b>	436	377	NA	377	415	456

# Progress – Transition - Success Metrics

	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD
<u>Progress</u>	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25
Complete EL Civics COAPP	NA	NA	NA	NA	NA	NA
Gain EFL ABE	25	22	NA	22	24	27
Gain EFL ASE	162	103	NA	103	113	125
Gain EFL ESL	NA	NA	NA	NA	NA	NA
<u>Transition</u>						
To ASE	NA	NA	NA	NA	NA	NA
To Post Secondary CTE	55	NA	NA	55	61	67
To Post Secondary Credit	85	NA	NA	85	94	103
<u>Success</u>						
Earn ASE (HSDP/HSEP)	172	90	NA	90	99	109
Earn a Credential	208	105	NA	105	116	127
<u>Employment and Earnings</u>						
NA						
NA						

# Progress – Transition – Success Metrics

	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE
<u>Progress</u>	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25
Complete EL Civics COAPP	2866	220	NA	220	242	266
Gain EFL ABE	356	113	NA	0	0	0
Gain EFL ASE	374	126	NA	126	139	152
Gain EFL ESL	3941	1640	NA	1640	1804	1984
<u>Transition</u>						
To ASE	949	0	NA	949	1044	1148
To Post Secondary CTE	1665	0	NA	1665	1665	1832
To Post Secondary Credit	351	0	NA	351	386.1	421.2
<u>Success</u>						
Earn ASE (HSDP/HSEP)	217	94	NA	94	103	114
Earn a Credential	8760	6329	NA	6329	6962	7658
<u>Employment and Earnings</u>						
NA						
NA						

# For More Details

See Grid for Activities that Includes Short, Intermediate & Long Term Outcomes: {LINK}

Plan to be posted on website:

<https://sdcce.edu/organization/special-projects-and-grants/sdaerc>

- Also see past Strategic and Annual Plans:

# Discussion

- Are we in agreement for PY 23-25 SDAERC Strategic Plan Activities?
- What details are needed about specific activities?
- How do stay in the Action Mindset of “How Might We”
  - How can we involve student in implementing the Plan?
  - How are we involving constituencies?  
instructors/counselors/administrators/staff?
- Timeline & assigning tasks for “How the work will done?”
- What existing meetings/planning processes can we ensure plan is understood and aligned?
- For areas where collaborations are needed – Cross Program, Cross Agency - What new groups/meetings are needed?