

48 San Diego Adult Education Regional Consortium

Plans & Goals

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). Member agencies through the Consortium serve the central San Diego region which includes the municipality of the City of San Diego for the 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."

San Diego College of Continuing Education (SDCE) is the noncredit institution of the SDCCD that offers adult education and career technical education programming and serves as a key transitional pathway to the three credit institutions of the district with seven campuses multiple off-campus sites providing four (4) of the seven (7) approved CAEP Program Areas: 1) Adult Secondary Education Diploma and Equivalency; 2) English as a Second Language (ESL), EL Civics and Citizenship; 3) Adults with Disabilities; 4) Short term Career Technical Education (CTE); and new 5) Workforce Re-entry called Preparation Programming.

The SDAE under the SDUSD is responsible for the administration of a condensed offering of Adult Secondary Education Diploma and Adult Basic Education CAEP Programs. SDAE is comprised of five site locations in a learner-centered, supportive environments which is responsive to the needs of young adult learners who need a second chance to succeed. Individual served by SDAE are 18 years of age who are no longer attending high school, may enroll to improve reading, writing, and math skills and/or to complete course requirements needed to obtain the Adult Education High School Diploma.

SDAERC Member Agencies do not provide the following two CAEP Program Areas 1) Apportionment generating CAEP Pre-Apprenticeship programming or 2) Standalone non-CTE courses to support K-12 success as all Parent Education standalone non-CTE courses to support K-12 success were transitioned to CTE Child Development. Finally, more exploration is needed to determine how and to what extent low level Adult Basic Education (ABE) programming will continue to be offered by both member agencies for low level learners that test at ABE EFL levels of 4 or lower.

In terms of size of programming, enrollment numbers declined for SDAERC due to Covid as with most other State CAEP Agencies. A high level look at enrollment number of adult learners with 12 or more hours of instruction for PY 21/22: SDCCE served 13,647 students (compared to 22,105 in PY 18/19 = 38% decrease) and SDAE served 523 students (compared to 619 in PY 18/19 representing a 16% decrease) in any one or more of the 7 CAEP Instructional Programs. For a total of 14,170. This represents an approximate

The history of collaboration between member agencies is longstanding prior to CAEP and was formalized in 1979 through a Delineation of Function Agreement as a result of AB 1821 (Montoya) signed in 1975 related to Chapter 1, Article 2, Section 8020 Part 6, Division 1, Title 1 of Ed Code. This required a delineation of function agreement for Adult Education "to eliminate duplication of courses".

Though this agreement has been in place for over forty years it has evolved over time but delineates the instructional offerings primarily based upon the age range of the populations of learners and when they left the K-12 system without completing comprehensive High School. There continues to be a Joint Executive Coordination Committee (JECC) which meets separate from the SDAERC with the purpose of recommending program agreements concerning specific Secondary Education course offerings (Joint HSD) to avoid unnecessary duplication of services.

Regional Planning Overview

Road Show A cross member agency and constituency road show was conducted called the “CAEP Road Show” this was conducted by the SDAERC Consortium Lead and CAEP Faculty Coordinator going to approximately 20 various constituency meetings starting with late fall of 2022 and into Spring. These occurred with the various constituencies at SDCCE as well as SDAE including Instructors, counselors and managers. The purpose was to open lines of communication and collaboration in regards to revising with clarity the purpose of CAEP funding and soliciting feedback and opening the lines of dialogue for questions regarding Consortium past and future Strategic Plan goals and activities. This feedback led to the development and refining of strategic goals and strategies.

For example In the area of collaboration, the one common CAEP Instructional program, the Joint HSD Program, stakeholders from SDAE indicated that when there were joint teacher to faculty meetings between agencies they were valuable but had ceased to continue. Constituent feedback indicated that it would be beneficial to have these meetings resume.

In the area of Data Tracking between member agencies, gaps were identified mainly due to the inability to have a system and processes set up to have a clear and data informed “tracking and referral process” between SDUSD AE and SDCCE.

In the areas of Digital Equity and Inclusion, gaps for meeting needs were highlighted. Comments indicated that while there were many professional development trainings and opportunities for personal growth for personnel, primarily for faculty along with classified staff, there were fewer efforts than the identified gaps for students. This presents a concern for how this greatly impacts enrollment, orientation, general onboarding and retention from an equity lens for a segment of adult learners.

SDCCE engaged in a Strategic Enrollment Management Process (SEMP) identified gaps for transition services as well as onboarding. Strategic Enrollment Management planning for SDCCE was and continues to be about an equity redesign of all functions that support the San Diego community, both internally and externally. It is also an extension of Guided Pathways work. This has been a focus for SDCCE since January of 2022. The focus was and continues to be on five areas: onboarding, student centered scheduling, outreach and marketing, transition and program development and continuous improvement.

Consortium Effectiveness Survey conducted by SDCCE Planning and Research and Institutional Effectiveness (PRIE) Department conducted the in spring of 2022 using the same tool that has been used since 2019. This identified gaps in collaborative efforts and use of resource.

Other tools used to inform “Gaps and Services and Regional Need included both agencies’ WIOA II AEFLA Continuous Improvement Plan (CIP) Goals.

There was a general consensus that due to COVID Pandemic put many layers of challenges and an overall survival mode was being put on the two member agencies keeping students, instructors and employees engaged and moving forward to the changing landscape. Additionally with various institutional leadership demands and changes, as well as heavy lift internal processes at SDCCE, it created a shifting landscape at both institutions.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Consortium’s Emphasis on Collaboration and Purpose: Through the Consortium Effectiveness Survey a continued 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.

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

CAEP Road Show as well as the 2022 Consortiums Effectiveness Survey conducted by SDCCE Planning and Research and Institutional Effectiveness (PRIE) Department in spring of 2022 using the same tool and methodology that began in 2019.

This identified gaps in collaborative efforts and use of resources to support the Consortium Collaborations. For example In the area of collaboration, the one common CAEP Instructional program, the Joint HSD Program, stakeholders from SDAE indicated that when there were joint teacher to faculty meetings between agencies they were valuable but had ceased to continue. Constituent feedback indicated that it would be beneficial to have these meetings resume.

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

Support staffing that assists with Consortium administrative, planning and fiscal management and reporting efforts, including new positions as determined appropriate.

Conduct additional and consistent CAEP Road Shows and presentations as a mechanism for sharing Strategic Plan with internal constituencies at SDCCE as well as meetings between member and partner agencies.

Include CAEP presentations and tracking planning and outcomes as a component of SDCCE governance structures as well as with regional consortium partner agencies.

Regional Need #2**Gaps in Service / Regional Needs**

Digital Equity and Inclusion–Based on the movement to online instruction and the significant reduction in enrollment numbers, it is unknown how many may be leaving or not enrolling in AE due to lack of access to technology equipment, Wi-Fi, or digital literacy skills.

Ensure all regional adult learners, before and after enrollment, will be prepared, equipped, and skilled to engage in Adult Education programming and post-enrollment success.

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

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.

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

Align and integrate Digital Equity Workplan with plans and activities for SEMP Taskforce #1: Onboarding and SEMP Taskforce #2: Marketing/Outreach -and SEMP Taskforce #4 Transitions and the Student Journey

See comprehensive working draft of a Digital Equity Workplan which includes several key plan elements was developed in Spring of 2022 by faculty and Consortium Director. This draft working plan includes elements such as : 1) Data 2) Assessment of needs as part of onboarding for pre-course placements 3) Digital learning platforms 4) Mapping of existing and development of cross program digital learning for apportionment courses and/or workshops (non-apportionment) 5) Develop a plan for campus facilities space for learning and tutoring centers 6) Exploring development of tutoring models 7) Technology Access Project (TAP) 8) Digital navigator model and WBL models 9) Community partnerships 10) policy and advocacy

Develop outcomes for each of the elements and assign personnel and workgroups under the Access Retention and Completion (ARC) Committee at SDCCE for each of the Digital Equity Plan Elements.

Regional Need #3**Gaps in Service / Regional Needs**

Onboarding: Addressing the onboarding issues at SDCCE has been identified as a critical long standing process issue for enrollment into CAEP instructional programs at SDCCE. This has been considered a top issue for constituencies for enrolling students and significant gaps for easily accessing onboarding with multi-faceted needs for system change processes, technology solutions, and personnel supports at the noncredit institution.

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

Onboarding challenges have been identified through partnership feedback, internal constituency feedback, through the Strategic Enrollment Management Planning process. The findings were that many learners were unaware of offerings or how to access.

SDCCE Student Onboarding SEMP Taskforce #1 is the only SEMP taskforce that wasn't directly referenced under the two state categories of 1) Addressing Educational Needs or 2) Integration and Transition. For member agency SDCCE this is one of the top critical areas of gaps in service. Feedback from constituencies both within member agency as well as external partners have indicated a need for efforts that lead to improving the efficiency and effectiveness of onboarding for SDCCE. This impacts all CAEP instructional programming. Although onboarding affects many areas of the plan, it is actual mechanism for enrollment into CAEP course that has proven challenging, in particularly many areas arose due to the COVID pandemic environment and the drastic reduction in student enrollments in courses.

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

Onboarding is an issue of communication as well as clarifying processes and roles.

The student enrollment and onboarding process revisions will focus on the whole continuum of SDCCE onboarding beginning with orientation, application, assessment, intake form, education planning and through to point of actual enrollment in academic courses. The new onboarding enrollment processes will to support student access, retention and success.

SDCCE will develop a new student-centered enrollment process to streamline enrollment throughout all CAEP funded programs. The enrollment process will include a new integrated application platform, online orientation, and implementation of to-do and waitlist functionality. The process will be piloted in the Spring and fully implemented in Summer 2023. The implementation will include a comprehensive training and marketing campaign.

Regional Need #4

Gaps in Service / Regional Needs

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

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

An SDCCE SEMP taskforce for SDCCE was developed within one member agency to develop transition redesign ideas. as well as through both agencies WIOA II AEFLA Continuous Improvement Plan (CIP) Goals.

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

Building the infrastructure for transitions between member agencies and within member agencies is ongoing and a priority.

Pilot models will be continuously evaluated and improved upon to determine how to bring to scale.

Priority will be given to a focus on systematizing methodology and new pilot strategies for educational and career planning at the beginning of the student journey.

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. Collaboration will occur with the NCAL Project as a member of a national group of credit and noncredit agencies that includes coaching and data analysis to pilot opportunities for noncredit to credit alignment through ACCA,

Additional pilot strategies will target student population of adult learners by reviewing data of current and potential adult learners in the region at various transition points. See *Student Transition Population* diagram in Three Year Plan.

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.

Regional Need #5

Gaps in Service / Regional Needs

Data Tracking for consortium collaboration has been a long standing gap between member agencies, developing a methodology for data sharing, collection, reporting and analysis of students between member and partner agencies.

Additionally this includes data points related to access, retention and completion have been an issue for member agencies. 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.

The need to proactively seek out feedback and listen to our student's needs directly and frequently in order 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.

There is focus on continuing to improve and enhance "data driven decision making" for CAEP Instructional programming and related CAEP Projects. Note: This was a goal from last Three Year Strategic Plan. This will include an emphasis on CAEP instruction program data, analysis, and research that leads to action and supports achieving CAEP strategic plan outcomes including emphasis on student outcomes tracking and institutional-level professional development

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

In the area of Data Tracking between member agencies, gaps were identified through CAEP Road Show as well as SEMP Taskforce. For data gaps related to member agencies, related to the inability to have a system and written and systemically used processes set up to have a clear and data informed "tracking and referral process" between SDAE and SDCCE.

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

Develop Research Agenda with input through the lens of all CAEP Instructional programs. Data and research will include analysis which leads to action planning helping to improve accountability and effectiveness of CAEP programming.

Align PRIE and other regional data, research and analysis, with the CAEP strategic and annual plans. Also align PRIE and data research and analysis with the finalized plans and activities for SEMP Taskforce groups. This includes: building and maintaining a data infrastructure that supports enrollment management, Digital Equity, Diversity Equity and Inclusion, student outcomes, and other Consortium priorities.

Coordinate institutional effectiveness activities for SDCCE self-reflection and planning, including integrated planning.

Provide SDCCE employees with resources and trainings to enhance institutional effectiveness

Conduct surveys and research which focuses on the needs of key target groups of adult learners and use data to answer the question and take action on what would increase effectiveness related to student engagement, participation and completion including the Transition student populations of adult learners (see Diagram).

Support CTE and ABE/ASE/ESL programs with data analysis related to transitions strategies and activities. Engage in regular information information sharing, dialogue and analysis.

CAEP Instructional programs, including those of member organization, will partner with PRIE to host PD opportunities that take data into action and ultimately improve students outcome in all CAEP instructional programs.

Explore how to use Tops Pro Enterprise as a consortium, and SDCCE as an institution for WIOA II programs as a compliment to PRIE data and research and required MIS data collected.

Address Educational Needs

2022-23 Strategies

Strategy Name

New and Updated Courses and Certificates

Activity that Applies to this Strategy

Career Pathways & IET

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

SDCCE SEMP Taskforce #5 focuses on increasing the number of new courses, updated course outlines and materials, and program pathways in order to achieve outcomes such as occupational and workforce preparation skill gains (credentials). The intent is to include identifying structures for creating strategies and identifying programs to meet student outcomes. Including industry, community and faculty and student voices. Looking at trends in San Diego and gaps. Increase innovation related to special population curriculum needs. And finally ensuring inclusion of curriculum supporting student transitions/transfer.

SDUSD AE Instructors and Program Manager courses and course outlines to improve alignment with Career and College Readiness Content Standards and incorporating a mastery learning model.

Continue ISO staffing personnel and faculty assignments to support curriculum development and approval, integration of DEIA, and instructional technology.

Develop and align annual SDCCE Curriculum Committee priorities. Including supporting comprehensive and responsive equity-minded training and professional development for online educators to support course and content updates.

Continue to explore and support Work Based Learning (WBL), based on Faculty input, including establishment of baseline information for WBL services. Exploring feasibility and implementation of a faculty externship program. Developing modules and activities for collaborative industry WBL projects, and other industry assisted classroom experiences .

Explore tutoring structural options, based on new Ed Code Section 58170, with Faculty input.

Strategy Name

New and Updated Courses and Certificates - Career Pathways & Bridge Programming

Activity that Applies to this Strategy

Career Pathways & Bridge Programming

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Increase Workforce Preparation certificate offerings, including short-term “Career Bridge” Workforce Prep Certificates that combining Introductory CTE with College and Career Readiness (CCR) courses. This will be accomplished by increasing interdisciplinary work across instructional programs student services, marketing and outreach efforts. Support interdisciplinary program development and communications for Career Bridge Programs between various Instructional and Counseling Faculty and Classified Staff, including outreach. Increase instructional collaboration, including with SDUSD AE, between College and Career Readiness (CCR) course and areas high schools to promote Career Bridge Planning graduating high school seniors.

Align with plans and activities for SEMP Taskforce #4: Transitions and the Student Journey.

Continue with current approved Career Bridge offerings and promotions to transition populations from ASE, ESL and SDUSD graduates. Support interdisciplinary program development and communications for multiple short term CTE programming and new Workforce Preparation Career Bridge Programs between various Instructional and Counseling Faculty and Classified Staff, including outreach. Increase instructional collaboration, including with SDUSD AE, between College and Career Readiness (CCR) course and areas high schools to promote Career Bridge Planning with graduating high school seniors.

Strategy Name

New and Updated Courses and Certificates - High School Equivalency Programs

Activity that Applies to this Strategy

Consortium Partner Agency Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Strategy Description

Expand and Improve High School Equivalency (HSE) offerings, including potential new offerings by SDUSD AE. Improve HSE ability to respond to community needs and achieve certification outcomes.

Align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, in particular for students without a secondary school degree in other instructional programs.

SDUSD explore developing new HSE Instructional offerings and new course options.

Develop revised courses and materials for English and Spanish HSE. Utilize JECC to vet HSE course options and changes for both institutions. Attend state HSE trainings and review best practice models. Review data on HSE course and program completions and attainment of certificates.

CSDCCE will continue Testing Center operations and assess based on needs of student population and completion outcome data, including geographic needs of students served.

Assess data on rate and timelines for HSE course completion measured by the number of students who satisfied completion requirements.

Create new Online Skills courses and modules as well as a new online ASE orientation.

Conduct mentoring of faculty so that learners will benefit from improved instruction and additional resources, which will help them succeed in and complete the course.

Strategy Name

New and Updated Course, Modalities & Courses - Digital Equity and Inclusion

Activity that Applies to this Strategy

Digital Equity and Inclusion

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - 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 Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Ensure all regional adult learners, before and after enrollment, will be prepared, equipped, and skilled to engage in Adult Education programming and post-enrollment success.

Align and integrate the *WORKING DRAFT* Digital Equity Workplan with plans and activities for SEMP Taskforce #1: Onboarding and SEMP Taskforce #2: Marketing /Outreach -and SEMP Taskforce #4 Transitions and the Student Journey

Finalize comprehensive Digital Equity Workplan and determine which includes key plan elements to implement in PY 22/23: 1) Data 2) Assessment of needs as part of onboarding for pre-course placements 3) Digital learning platforms 4) Mapping of existing and development of cross program digital learning for apportionment courses and/or workshops (no non-apportionment) 5) Develop a plan for campus facilities space for learning and tutoring centers 6) Exploring development of tutoring models 7) Technology Access Project (TAP) 8) Digital navigator model and WBL models 9) Community partnerships 10) policy and advocacy \

Develop outcomes for each of the elements chosen for the year to work on and assign personnel and workgroups under the Access Retention and Completion (ARC) Committee at SDCCE for each of the Digital Equity Plan Elements.

Strategy Name

New and Increased Effective Instructional Modalities - Open Educational Resources

Activity that Applies to this Strategy

Open Educational Resources

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Increase the presence of OER in CAEP Instructional programs by raising awareness of OER and generating broad participation by programs, faculty, and students; coordinating initiatives to assist faculty with locating and adapting OER into curriculum; and training, educating, and guiding faculty in open content production, utilization and publishing.

Continue to support an OER/Zero Textbook Faculty Coordinator.

Continue to build out the Canvas OER Resource Site.

Identify additional funding or faculty development support.

Determine model for staffing and needed nonpersonnel items to support OER Project and allocate resources.

Strategy Name

New and Increased Effective Instructional Modalities - Career Pathways & IET

Activity that Applies to this Strategy

Career Pathways & IET

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Develop career pathways for adult learners seeking to explore different career opportunities and efforts to better prepare, both current and prospective students, for college.

Faculty work on creation and approval of new Introductory courses and pairing with CTE courses for enhanced career pathway options.

Clearly document and communicate academic and career pathways in a way that is easy for students to understand.

Develop communications and marketing internal and external processes for promotions of Introductory CTE courses.

Conduct "pre-college" outreach related to Career Pathways

Continue to implement and improve successful Integrated Education and Training (IET) and VESL Models between WIOA II programs (ESL/ASE/ABE) and CTE Programming.

Adjust the tracking of WIOA II "co-enrollment" reports from PRIE with data about concurrent and sequential enrollment by specific course.

Support enhanced interdisciplinary program and pathways development

Improve guided educational planning for ESL students transitioning to CTE courses.

Develop and implement career modules in ESL/ASE/ABE programming for traditional AE learners to have access to contextualized, zero-cost modular lessons to gain the necessary skills to succeed in the targeted career education programs.

Strategy Name

Instructional Professional Development

Activity that Applies to this Strategy

(PD) to Support CAEP Goals & Activities

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Offer member agency and consortium Professional Development (PD) opportunities for CAEP instructional programs and that continues to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plans across all units to ensure relevance with emerging best practices including those that strengthen the commitment to effective students experience.

Continue FELI training. Develop plans to offer FELI in collaboration with SDUSD AE and community agencies referring potential students to SDCCE, including Career Bridge programming.

Continue Passport Training for new Adjuncts, Contracts and Classified positions. Continue Classified professional training to support programming.

Design, develop, implement, and evaluate equity framework for digital learning environments.

Each Instructional program develop Professional Development plans and priorities for the year.

Strategy Name

Instructional Materials & Equipment

Activity that Applies to this Strategy

Instructional Materials Equipment

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Strategy Description

For new and existing CAEP Instructional Programs upgrade classroom equipment to be aligned with new DE modalities as well as industry skills. Supplies and materials for CAEP programs and courses with up-to-date and relevant supplies to support instruction including consumable items needed for students with financial need.

new equipment, including those for HyFlex classroom supports.

Review and analyze program equipment needs and upgrades for CAEP instructional programs, including a focus on industry standards and innovative instructional practices using technology.

Analyze costs and timelines for equipment needs and allocate funds based on priorities of Institutional and Instructional Program technology needs and plans for equipment upgrades and/or new equipment. This shall be done with a focus on availability of resources, program size, past investments and opportunities for growth.

Assess need and support purchase of supplies - develop plans by CAEP program area.

Conduct a room utilization study by campus at SDCCE.

Implement an accountability focused book loaning program with written procedures and processes.

Review and analyze past supplies and book loaning costs and procedures.

Assign personnel to support quotes, requisitions and processing program supplies and equipment

Strategy Name

New and Increased Effective Instructional Modalities - Distance Education

Activity that Applies to this Strategy

Instructional Modalities & Distance Education

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Strategy Description

Continuously improve the quality of distance education through supporting staff development, student supports along with analytical and continuous improvement tools with an expectation that data will inform and lead to quality and continuous improvement with a focus on student outcomes. Inform changes that might be required to lead to improvements of new and improved modalities to increase and maximize access and retain students while being to include fully online, hybrid, HyFlex and fully onsite courses which are offered at a variety of times informed by data and student demand. Continue to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plan and DE Mentor team across CAEP instructional programs to keep up with emerging DEI best practices

Tasks:

Finalize and begin to implement plans and activities for SEMP Taskforce #3: Student Centered Scheduling and SEMP Taskforce #5: Program Development and Innovation. Continue to support online course design training and content development (including DesignPLUS) with faculty support, and ICOM course design. Continue to support Design Plus Technologist to support faculty development.

Evaluate and support multiple instructional modalities (on campus, HyFlex, hybrid, fully online) that best support student access and success. New courses developed using faculty assignments. Engage in participatory guidance regarding program offerings/modalities through data collection such as internal and external focus groups, surveys.

ICOM will continue to convert more courses to Distance Education to be professionally developed both asynchronous and synchronous e.g. continue to be flexible, likely with an increased number of hybrid and HyFlex. Continue to support online course design training and content development (including DesignPLUS) with faculty support, and ICOM course design.

Transition instructional courses back to face to face campus modalities based on data collected regarding and responding to learner needs. This will ultimately be determined by Program Manager(s), in the covid recovery environment. This will be addressed with a focus on schedule format and times based on learner needs.

Continue support to provide comprehensive and responsive equity-minded training and professional development for online educators. Conduct an Online Equity/Cultural Curriculum Audit Faculty team. Continue to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plan and DE Mentor team across CAEP instructional programs to keep up with emerging DEI best practices. Continue support to provide comprehensive and responsive equity-minded training and professional development for online educators.

Conduct an Online Equity/Cultural Curriculum Audit Faculty team

Support instructional programs with Instructional Aides to support classroom management, student engagement, and learning modalities.

Support instructional programs with Project Assistants for non-classroom supports for instructional project management.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

"Current Student" Transitions: Foundational AE students (ABE/ASE/ESL/DSPS) to CTE & Credit College

Activity that Applies to this Strategy

Current Student Transitions: Foundational AE

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Foundational AE students, from both member agencies, in ABE/ASE/ESL/DSPS CAEP Instructional programs supported to transition to Noncredit CTE and Credit programs. The will include a focus on WIOA II instructional programs and efforts to systematize cross programmatic transition collaborations between instructional courses and providing student supports offerings by the Office of Student Services, including Counseling, and peer support, efforts to enhance and increase the number of students transitioning to CTE and credit College.

Tasks:

Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey including those to increase connections and systemic processes between Member Agencies, Community Partners, and internal CAEP Instructional program student transitions.

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

Student Service collaborations between VESL courses and CTE courses based on student career pathway interests.

Implement data reports and conduct comprehensive, collaborative data analysis of the WIOA course students transitioning into CTE. This is called the "Co-Enrollment" Report. Additionally develop, implement and actively analyze other PRIE Transition Reports. Data analysis will be for the purpose of determining trends for transitions, best practices as well as areas for continuous improvement.

Enhance services and students supports for ABE/ASE/ESL/DSPS students to transition to CTE. Include more opportunities for collaborative student supports between instructional faculty and counseling as well a Classified employees so that all personnel are knowledgeable and can actively support transitions.

Promise Scholarship will endeavor to increase the number of FASFA Workshops conducted annually.

Facilitate the process of the credit College Promise outreach team working with students before credit college application.

Update CAEP Student Transition Population diagram.

Develop communication mechanisms, processes and written procedures to enhance collaborations between Student Services, Counseling, and Career Planning for students transitioning from foundational AE programs to CTE and credit, in partnership with Instruction. This includes consistent information sharing of course options and onboarding supports to transition to non-credit CTE and credit Colleges.

Strategy Name

Partner Agency Transitions

Activity that Applies to this Strategy

Consortium Partner Agency Transitions

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Increase transitions from SDUSD, both AE/HSD students and comprehensive HS graduates, from low college going High Schools to enter SDCCE CTE and other CAEP instructional programs as part of post high school education transition and career plans. This will be done by implementing services and student supports focused on student centered needs that lead to transition from SDUSD to SDCCE. This strategy may also include charter and alternative secondary school settings in the region such as Juvenile Court and Community School graduates , SDUSD TRACE program completers and the other secondary school Charters.

Tasks:

Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

Determine and utilize a common and systemic methodology to track data to know the rates and success of transitions of students between member agencies.

Develop a process to share enrollment and outcome details required by Community Partner MOUs, including those receiving public workforce funding.

Review and update the District to District MOU to ensure the inclusion of language and data sharing between SDUSD Adult Education and SDCCE Noncredit Member agencies that adheres to FERPA. This will allow enhanced collaboration across multiple CAEP programs for the purpose of member agency data on placement, progress/completion and transitions.

Utilize, share and integrate the use of data for efficient, accurate placement of students into programs and services between member institutions. Explore through state pipeline.

Develop a model for Student Navigator(s) to facilitate student transitions between SDUSD AE and comprehensive school graduates to SDCCE CTE programs. Assign Points of Contact for transitions and onboarding for Member Agency Partners. Specially for SDUSD AE.

Hire, train and support Student Navigators. See Outreach.

Create a communication plan for transition options between Member Agencies and community partner agencies.

Strategy Name

Outreach Services & Transition Navigators

Activity that Applies to this Strategy

Outreach Services & Transition Navigators

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institutions. Expand outreach to current and prospective adult learner communities through increasing access to and awareness of CAEP instructional programs, opportunities leading to career employment, and/or other transitional pathways. Outreach efforts will use culturally-sensitive and adult learner centered recruitment strategies to develop and implement best practice strategies to increase access and awareness and that ultimately that leads to enrollment in noncredit CAEP Instructional programs and student supports.

Tasks:

Finalize and begin to implement plans and activities for SEMP Taskforce#2: Marketing and Outreach.

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding. SDCCE has developed a new student-centered enrollment process to streamline enrollment throughout all CAEP funded programs.

The enrollment process will include a new integrated application platform, online orientation, and implementation of to-do and waitlist functionality. The process will be piloted in the Spring and fully implemented in Summer 2023. The implementation will include a comprehensive training and marketing campaign.

Evaluate, revise, and update annual SDCCE outreach plans and align new activities, including priorities and measurable targets by program and that includes events and staffing assignments, related SEMP Taskforce plans.

Continue and expand CAEP funding for SDCCE Outreach position(s) focused on integration, alignment and communications with Consortium efforts and plans. A focus on outreach between CAEP partner agencies in particular SDUSD AE. This includes assigning Points of Contact to work with Consortium partner agencies.

Incorporate the use of regional data of adult learner target populations (see Transition Population diagram) as well as use of labor Market Information targeting for promoting programming and conducting outreach efforts.

Expand Outreach services to provide direct support in collaboration with CAEP Instructional programs, subject matter experts. Conduct training with outreach staff on programs, including written talking points, scripts, and collateral materials.

Explore options for using more technology mechanisms to conduct outreach efforts that also enables the ability to collect and analyze data on outcomes of outreach that can be used for assessing effectiveness of efforts..

Annually review data from outreach efforts and revise outreach efforts as necessary dependent on results of recruitment of targeted populations Collaborate with CAEP Instruction Services , including with SDUSD AE, to increase coordinated outreach strategies and efforts.

Engage in methods to collaborate and promote community partners for the purpose of increasing awareness of CAEP Instructional programming. Continue to build and document relationships with community partners that will assist to increase access and awareness of CAEP programs, and ultimately lead to enrollments.

Develop and conduct a survey of learners to assess outreach efforts, feedback and effectiveness.

Strategy Name

Targeted Marketing & Communications

Activity that Applies to this Strategy

Targeted Marketing & Communications

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Develop a strategic internal and external communications plan that targets adult learners to be aware and enroll into CAEP programs. Employ innovative marketing efforts with appropriate levels of infrastructure that ultimately leads to course enrollment and alignment with transitional pathways. These efforts will be aligned with SDCCE Public Information Office to collaborate on priorities for internal and external communications with a focus on student access, success and diversity, equity and inclusion of the needs of the adult learners in the region.

Tasks:

Finalize and begin to implement plans and activities for SEMP Taskforce#2: Marketing and Outreach

Align with SEMP Taskforce #1: Onboarding where SDCCE will develop new student-centered enrollment process to streamline enrollment throughout all CAEP funded programs. The enrollment process will include a new integrated application platform, online orientation, and implementation of to-do and waitlist functionality. The process will be piloted in the Spring and fully implemented in Summer 2023. The implementation will include a comprehensive training and marketing campaign.

Engage in collaborative discussions and transparent communications on marketing plans and efforts with CAEP Partner Agencies, Program leadership, faculty, counseling and campus contacts. This includes revamping and updates for website look and feel, technology, and content maintenance. Will also include marketing collateral materials.

Incorporate the use of regional data of adult learners (see Transition Population diagram) as well as use of Labor Market Information to develop targeted marketing efforts for CAEP Instructional and Student Support programs. This includes developing new branding campaigns.

Innovate and develop an annual marketing plan in collaboration with CAEP Instructional programs and subject matter experts, both internal and external.

Explore best practices, and take action on innovative media and marketing techniques to conduct marketing efforts that enables the ability to collect and analyze data on outcomes for marketing investments that can be used for assessing effectiveness.

Regularly review data from marketing efforts and revise efforts as necessary dependent on results of recruitment of targeted populations. Collaborate with CAEP Instructional Services , including with SDUSD AE, to increase coordination and information sharing for marketing strategies and efforts.

Engage in methods to collaborate and promote community partners for the purpose of increasing awareness of CAEP Instructional programming. Continue to build and document relationships with community partners that will assist to increase access and awareness of CAEP programs, and ultimately lead to enrollments.

Analyze costs and timelines for marketing efforts and campaigns and allocate CAEP funds based on priorities of Institutional and Instructional Program needs . This shall be done with a focus on availability of resources, program size, past investments, past data on effectiveness, and opportunities for program growth. Develop a mechanism to regular assess Marketing Return on Investment investments.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Strategic Enrollment Management Planning (SEMP) Implementation

Activity that Applies to this Strategy

Strategic Enrollment Management Planning (SEMP)

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

SDCCE will sustain SEMP process to re-envision and redesign the institution with the lens of addressing barriers and gaps in services. The SEMP will focus efforts to address systemic challenges facing member Agency SDCCE so that it can build back to the future.

Tasks:

See references to SDCCE SEMP Taskforce throughout the strategic plan related to Addressing Education Needs and Integration and Transition. The SEMP taskforce have not finalized the key strategies and actions but will have these drafted and approved by end of Summer 2022 or Fall 2022.

The most critical short term activities that have seem to risen in the SEMP process are those related to improving effectiveness of the key student experience measures most related to SEMP Taskforce #1: Onboarding; SEMP Taskforce #2: Marketing and

Outreach; and SEMP Taskforce #4: Transitions and the Student Journey. As the plans and activities are developed from the SEMP, it will be ensured these are tied to SDAERC actions, communications and reporting as appropriate.

Strategy Name

Professional Development (PD) to Support CAEP Goals & Activities

Activity that Applies to this Strategy

(PD) to Support CAEP Goals & Activities

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

To support SDAERC strategies, host and sponsor member agency and consortium professional development efforts.

Tasks:

Utilize cross-departmental and cross-organizational approaches for planning professional development that align to CAEP strategies and priorities.

Ensure that PD leads to skills for all employee classifications in topics that directly impact CAEP Instructional programs and leads towards a more efficient use of modern educational technology tools that increases effectiveness of systems, processes, procedures. A focus of PD will be in areas that impact the best and most effective use of employee human resources time, energy and talent in order to enhance and effect a positive student experience.

Plan SDCCE Classified employee PD, such as the STAR Conference as well as other PD that directly and intentionally aligns with eliminating gaps, improving effectiveness of SDDCCE CAEP programs and moving forward the CAEP strategies and activities. Including an emphasis on SEMP goals and activities.

Use State CAEP Webinars and PD as a way to engage and address gaps using a cross-program and Consortium member agency team approach.

Strategy Name

Personnel for CAEP Instructional Programs and Consortium Accountability

Activity that Applies to this Strategy

Personnel for Accountability Consortium/Programs

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

Increase accountability for consortium financial oversight and communications. Consortium Director.

Tasks:

Continue to support Instructional administrative capacity to perform supports for CAEP instructional programs (see list of priorities for program assistants).

Provide Consortium accounting supports related to the increased reporting and accountability associated with CAEP and the SDAERC.

Assess and hire for additional personnel positions related to CAEP instructional programs, or student supports as well as administrative staffing activities that arise as gaps effecting effectiveness of CAEP instructional programs, student supports or consortium level effectiveness arise.

Review the use of technology for CAEP Instructional programs and identify gaps for effectiveness that action can be taken.

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 22/23 Budget has not been submitted. This is due on October 28th in NOVA.

Both member's at an agency level are completing Annual budget development processes that align with CAEP Annual Plan strategies i

Institutional strategies take into consideration the braiding and leveraging with available and aligned funding sources such as WIOA II, CalWORKs, and for SDCCE this includes General Funds and categorical restricted funds such as Perkins, Strong Workforce, Student Equity and Achievement Program, HEERF among others.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

Efforts are being made through revising Resource Request and Allocation Processes to have CAEP funds spent out funds by 15% of annual allocation by end of program year/.

This also include timely encumbering of expenses based on Resource Allocation processes as well as Administrative supports and tracking. Currently Member agencies are approximately 84% spent out at Q4 PY 21/22 FIFO.

For both member agencies the PY 21/22 State CAEP Allocation will be the primary allocation year of CAEP funds to be spent in PY 22/23. This puts both agencies approximately a year behind in spending however we have both shown noticeably expenditure level improvements and will be addressing carry over funds in bylaw changes once state guidance is issued.

Certification

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