

48 San Diego Adult Education Regional Consortium

CONSORTIUM APPROVED

2024-25

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, including the City of San Diego municipality for the State 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 (SDCCE) provides programming in five of the seven approved CAEP Program Areas, including 1) Adult Basic Education; 2) Adult Secondary Education Diploma and Equivalency; 3) English as a Second Language (ESL), EL Civics and Citizenship; 4) Adults with Disabilities; and 5) Short term Career Technical Education (CTE).

The San Diego Adult School (SDAS) operated by SDUSD is responsible for the administration of Adult Secondary Education (ASE) and Adult Basic Education (ABE) programs. SDAS is comprised of five site locations in learner-centered, supportive environments that are responsive to the needs of young adult learners who need a second chance to succeed. Individuals served by SDAE are 18 years old and older who no longer attend high school. They may enroll to improve reading, writing, and math skills and/or complete course requirements needed to obtain the Adult Education High School Diploma or High School Equivalency preparation.

SDAERC member agencies do not currently provide the following two CAEP Program Areas: 1) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce (Workforce Preparation) or 2) apportionment generating CAEP pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

Exploration is needed to determine how and to what extent ABE courses that support foundation skills for CTE success and low-level ABE programming will continue to be offered by both member agencies for low-level learners who test at ABE EFL levels of 4 or lower who may not be pursuing a secondary school degree.

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." This agreement has existed for over forty years and has delineated the instructional offerings primarily based on the age range of the populations of learners and when they left the K-12 system without completing comprehensive High School. The SDAERC has decided to absorb the functions of the JECC in 2024 to form a Consortium Workgroup, which will recommend program agreements concerning Secondary Education offerings (Joint HSD) to avoid unnecessary duplication of services.

Regional Planning Overview

The last year has included extensive leadership and structural changes for SDCCE as a member agency. The SDAERC is managed by the SDAERC Consortium Director, who has focused on the collaborations between member agencies and community partners and shared constituency meetings with SDCCE and SDAE and the SDICCA Region. The purpose is to open lines of communication and collaboration in regard to revising with clarity the purpose of CAEP funding, soliciting feedback,

and opening the lines of dialogue for questions regarding the Consortium's current three-year plan's goals and activities. Additional collaborations and data gathered to identify regional needs and gaps are listed below.

Data was requested, gathered, and analyzed from SDCCE divisions, including the following: 1) Student Services Division Goals, 2) Outreach Action Plan, 3) PRIE Principals for prioritizing planning, program, services, and Resources, 4) Program Review Files 5) SDCCD and Local Workforce Board, SDWP, Joint Partnership Committee.

In the area of collaboration between member agencies, continued more organized monthly Professional Learning Community (PLC) meetings. The one common CAEP instructional program, the Joint HSD Program, stakeholders from SDAE indicated that when there were joint instructors-to-faculty meetings between agencies, which were valuable but had ceased to continue. Constituent feedback indicated that it would be beneficial to have these meetings resume. At the May 2024 SDAERC meeting, the Consortium approved the formation of a Joint Secondary Education/Joint High School Diploma Workgroup to begin meeting in September of 2024.

In the area of Data Tracking between member agencies, gaps are primarily due to needing to further clarify systems and processes for straightforward and data-informed "tracking and referral process" between SDUSD and SDCCE. In the Fall of 2023, SDCCE formed an Adult School Transition Team and an agreed upon data sharing process for Adult School Students enrolled in SDCCE noncredit courses. This Team is the first of its kind supported by the SDAERC.

In the areas of Digital Equity and Inclusion, gaps in addressing needs were emphasized. Feedback suggested that although numerous professional development training opportunities are available for staff and faculty to foster personal growth, there continues to be more need to focus on student-oriented digital equity efforts. This is a concern, as it is believed to have repercussions on student enrollment, orientation, onboarding processes, and retention rates. In addition, in the Summer of 2024, SDCCD will have new multi-user authentication requirements related to student email. This need resulted in the creation of onboarding Welcome Centers at each of the SDCCE Campuses.

The Strategic Enrollment Management Process (SEMP) pinpointed gaps in transition services and onboarding. Actions as a result of SEMP are centered around an equitable redesign of all functions supporting the San Diego community, both from an internal and external perspective. This SDCCE initiative is a continuation of the Community College Guided Pathways work. SDCCE has maintained this focus since January 2022. The ongoing focus spans five key areas: onboarding, student-centered scheduling, outreach and marketing, transition and program development, and continuous improvement.

The Consortium Effectiveness Survey, developed in collaboration with the SDAERC Director and the SDCCE Planning and Research and Institutional Effectiveness (PRIE) Department, was conducted in the Spring of 2024. This survey, with slight revisions, has been in use since 2019. The survey findings identified gaps in collaborative efforts and resource utilization.

Additionally, during the spring of 2023, the Director of the Consortium met with various departments and participatory governance groups about the purpose of CAEP and the SDAERC strategies. This resulted in the solicitation of CAEP Projects at SDCCE. These projects will also assist in increasing CAEP expenditures for allowable projects that are aligned with the current Three-Year Plan. Over two million dollars of projects were approved by SDCCE Executives that will significantly assist in compliance with AB 1491 carry-over thresholds. This feedback led to the development and refining of the current year's strategies for PY 24/25.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Regional Need #1 - Refining the Consortium's Focus on CAEP Accountability, Effectiveness, and Collaboration

There is a need to continually realign the Consortium's focus on CAEP-related accountability, effectiveness, and collaboration. This continuous refinement is crucial to align our services with best practices and to meet the diverse needs of adult learners, ensuring that our programs are not only compliant but also serve as benchmarks for excellence in education.

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

The identification of these gaps has been a multi-faceted process involving both qualitative and quantitative approaches:

1. **Professional Learning Communities (PLC):** Regular meetings of educators and administrators from member agencies provide a platform for discussing challenges and areas for improvement in program delivery and management.
2. **Review of CAEP Plan Objectives:** A systematic review of our CAEP plan objectives and their alignment with actual outcomes helps identify discrepancies and areas needing attention.
3. **Stakeholder Feedback:** Input from faculty and staff during CAEP Road Show events and other interactive sessions offers real-time insights into the effectiveness of our current practices and suggests areas for strategic realignment.

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

The effectiveness of our refined focus on CAEP accountability, effectiveness, and collaboration will be measured through several strategic initiatives:

1. **Implementation Metrics:** Track the implementation of revised policies and procedures to gauge adherence to CAEP standards.
2. **Staffing and Administrative Assessments:** Regular assessments of staffing adequacy, administrative support, and resource allocation to ensure that they meet the needs identified through the effectiveness survey.
3. **Communication Enhancements:** Evaluate the effectiveness of new communication strategies designed to enhance collaboration across member agencies, with metrics such as engagement rates and feedback quality.
4. **Governance Integration:** Integrate CAEP planning and outcomes tracking into the governance structures of member agencies, with regular reviews to assess the clarity of reporting and decision-making processes.

Regional Need #2

Gaps in Service / Regional Needs

Regional Need #2 - Onboarding: Enhancing Accessibility and Support for Adult Learners

The onboarding process is critical in setting the tone for student engagement and success in adult education. There is an identified need to enhance the onboarding experience at SDCCE, making it more accessible and supportive. This enhanced focus aims to streamline the process, making it more intuitive and less daunting for students, thereby improving their initial engagement and long-term retention.

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

Several key methodologies have been employed to identify these gaps:

1. **SEMP Taskforce Analysis:** The SEMP (Strategic Enrollment Management Planning) at SDCCE has conducted detailed reviews of the onboarding process, identifying inefficiencies and barriers that affect student enrollment and engagement.
2. **Results of SEMP Implementation/Participatory Governance:**
 - a. Admissions and Records
 - b. Marketing and Outreach: Website and Digital Access Review: Analyses of the website's user-friendliness and accessibility have shown that potential students often struggle to find the necessary information or understand the steps required to enroll.

3. 2024 SDAERC Effectiveness Survey Results

4. Attending SDUSD Prof Learning Community

a. Joint HSD/ASE Committee

5. **Internal Reviews:** Feedback from staff involved in the enrollment process has provided insights into procedural bottlenecks and areas where student support needs enhancement.

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

Effectiveness in refining the onboarding process will be measured through several targeted strategies:

1. **Enrollment and Retention Metrics:** Monitor enrollment numbers and retention rates post-implementation of the new onboarding strategies to gauge their impact.

2. **User Experience Surveys:** Post-onboarding surveys to gather student feedback on their experience with the new process, focusing on ease of access and clarity of information.
3. **Time-to-Enrollment:** Track the average time it takes for a student to move from initial contact to enrolled status, aiming to reduce this duration as a measure of increased efficiency.
4. **Staff Feedback:** Regular feedback from staff directly involved in the onboarding process will help measure improvements in workflow and identify further areas for enhancement.

Regional Need #3

Gaps in Service / Regional Needs

Regional Need #3 - Transitions: Streamlining Pathways to Career and College Success

Building the infrastructure for seamless transitions between and within member agencies is an ongoing priority. Pilot models are continuously evaluated and refined to determine scalability. The transition from adult school to post-secondary education, from foundational education (ESL/ASE) to career represents, as well as from noncredit to credit courses are critical pivotal phases in the educational journey of adult learners. Recognizing the importance of these phases, there is a clear need to enhance and systematize the support structures that facilitate these transitions. This initiative aims to improve the coherence and continuity of student pathways, ensuring that transitions are not only smooth but also strategically aligned with career and academic goals, thereby increasing the success rates of students moving into higher education or directly into the workforce.

Effectiveness measurements will encompass services and student support activities that are designed to facilitate these transitions. These supports include marketing, outreach, communication, counseling, employment services, credit enrollment incentives like promise scholarships, and "credit by exam" promotions. Collaboration with national support agencies and efforts for noncredit-to-credit alignment will also play a crucial role. The strategy will target specific student populations based on data of current and potential adult learners in the region, such as SDUSD AE and comprehensive K-12 high school graduates, as well as current noncredit learners moving from ABE/ASE/ESL to noncredit CTE and for-credit college. Community partnerships will be a focal point, especially with public and nonprofit sectors that serve and advocate for the region's unique populations of adult learners.

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

To identify gaps in transition services, the following methods were utilized:

1. **Task Force Insights:** The SDCCE SEMP task force specifically focused on transitions, employing a comprehensive approach to identify weaknesses in current practices and opportunities for improvement.
2. **Continuous Improvement Plans:** Insights from the WIOA II AEFLA (Adult Education and Family Literacy Act) Continuous Improvement Plan (CIP) helped highlight areas where transitions could be better supported.

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

The effectiveness of improvements in transition services will be measured using the following strategies:

1. **Completion and Progression Rates:** Monitoring the rates at which students complete noncredit programs and progress to credit courses or gain employment, aiming for measurable improvements.
2. **Feedback Loops:** Implementing regular feedback mechanisms from students and instructors to gauge satisfaction with new transition processes and identify further areas for refinement.
3. **Partnership Outcomes:** Assessing the strength and outcomes of partnerships with local businesses and educational institutions to ensure that transition pathways are relevant and beneficial.
4. **Pilot Program Evaluation:** Evaluating pilot transition programs for scalability and effectiveness, using student success metrics and stakeholder feedback to inform decisions on broader implementation.

Regional Need #4

Gaps in Service / Regional Needs

Regional Need #4 - Data Tracking and Analysis

A critical gap was identified in the ability to track, analyze, and improve data across member agencies. This gap hinders our understanding of student transitions and outcomes, impeding our ability to effectively support students' educational and career advancements. There is a need to continue working on consistent and comprehensive methodologies for data sharing, collection, reporting, and analysis. This would involve tracking key student data points, including access, retention, completion, and transition, to better inform program development and policy decisions.

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

The identification of these gaps involved multiple approaches:

1. **Road Show Events and Taskforce Feedback:** During CAEP Road Show events and SEMP Taskforce meetings, stakeholders identified limitations in current data tracking processes that restrict effective interagency collaboration and student support.
2. **Program Review and Analysis:** Regular reviews of existing data processes highlighted inconsistencies and gaps in data collection methods and utilization across different programs and member agencies.
3. **Stakeholder Consultations:** Discussions with instructors, counselors, and administrators from member agencies underscored the need for a unified data tracking system to enhance collaborative efforts and student support services.
4. **External Benchmarking:** Comparisons with best practices in data management from other consortia revealed shortcomings in our current systems and processes.

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

The Consortium will employ several metrics and strategies to measure the effectiveness of enhancements in data tracking and analysis:

1. **Data Integration Metrics:** Implement metrics to assess the completeness and accuracy of data integration across member agencies, aiming for comprehensive coverage and minimal discrepancies.
2. **Usage Reports:** Regular reports on how data is being used by stakeholders to adjust educational programs and support services, ensuring that data-driven decisions are improving student outcomes.
3. **Feedback from Data Users:** Solicit and analyze feedback from users of the data system (e.g., instructors and counselors) to assess the system's usability and the relevance of the data provided.
4. **Outcome Evaluations:** Measure specific educational outcomes, such as improved student retention and transition rates, as direct indicators of the effectiveness of the new data tracking processes.

Address Educational Needs

2024-25 Strategies

Strategy Name

Increase ASE Enrollment and Efficiency for HSDP and HSEP

Activity that Applies to this Strategy

High School Equivalency Programs

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- 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)

Strategy Description

This strategy focuses on expanding and improving the Adult Secondary Education (ASE) and High School Equivalency Program (HSEP) to more effectively meet regional needs. Efforts will include updating course content and materials to better serve English and Spanish speakers and reflect current industry standards and best practices. Professional development for instructors will be prioritized, featuring both state-provided and external training opportunities aimed at enhancing teaching methodologies specifically for HSE instruction.

Furthermore, comprehensive data analysis will be conducted to assess the alignment of course offerings with student needs and industry demands. This will involve reviewing enrollment trends, completion rates, and the success of certification outcomes, followed by targeted research projects to identify and address gaps.

Marketing and outreach strategies will be revitalized to increase enrollment, focusing on digital platforms and community outreach to better reach potential students, including those already enrolled in CTE programs without a secondary school diploma. The strategy also calls for the re-establishment of the ASE workgroup to foster collaboration on shared programming goals and ensure the integration of CTE courses into the ASE curriculum. Additionally, the strategy includes maintaining and assessing the effectiveness of testing center operations to ensure they meet the evolving needs of the student population, particularly in geographic areas with higher demand.

Through these efforts, the Consortium aims to enhance the accessibility, relevance, and effectiveness of the ASE and HSEP, thereby improving educational outcomes and aligning more closely with the needs of the community and labor market.

Strategy Name

Digital Equity and Literacy Supports and Partnerships

Activity that Applies to this Strategy

Digital Equity and Inclusion

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)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Aimed at ensuring all adult learners are well-prepared and equipped with necessary digital skills, this strategy includes the rollout of a comprehensive Digital Equity and Inclusion work plan. Key activities will involve assessing technological needs during onboarding, enhancing digital learning platforms, and developing partnerships for increased technology access, ensuring students are ready for both academic and post-enrollment success. This strategy will also focus on creating accessible learning resources that can be utilized both in the classroom and remotely, promoting continuous learning. Workshops and seminars on digital literacy will be organized regularly to keep learners updated on the latest technologies.

Strategy Name

Create and Strengthen English Language Learner Pathways, Programming, and Partnerships

Activity that Applies to this Strategy

Career Pathways & IET

Metrics that Apply to this Activity/Strategy

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

Continue implementing and improving successful Integrated Education and Training (IET) between WIOA II programs (ESL/ASE/ABE) and CTE Programming. This will include continued data review and analysis of ESL students enrolled in CTE programs to find ways to strengthen those pathways, including efforts to prepare current and prospective students for CTE entry and college. This may be done through the improvement of Guided Pathways efforts, such as but not limited to educational planning for ESL students.

In partnership with Office of Student Service departments, including Counseling and Student Equity and the Public Information Office, develop strategies to clearly communicate and provide visual documentation for academic and career pathways in a way that is easy for students to understand for ELL.

Additionally, ways to create new and strengthen VESL models for new pathways, such as entrepreneurship with partner agencies offering work-based learning.

VESL and further supports for programming for ELL students strengthen their entry into CTE Healthcare pathways.

Strategy Name

Develop Further Healthcare Pathways with a Focus on Workforce Diversification

Activity that Applies to this Strategy

New and Updated Courses and Certificates

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

Efforts will be made to increase diversity in nursing and healthcare credential pathways to support current and new career advancement opportunities for underrepresented groups, including English Language Learners and incoming young adult learners, between member agencies and other community partners. This may include establishing new programs, for example, Licensed Vocational Nursing and Vocational ESL, to strengthen learner earning gains and the healthcare labor market in the region.

The focus will include efforts not limited to creating new programs, focusing on partnerships, hiring and assigning personnel, and professional development with the intent on diversity, equity, inclusion, and accessibility of diverse populations. Efforts will be made to identify and eliminate implicit bias in learning materials. Cross-instructional partnerships will also be part of efforts, including efforts to support ELL populations through faculty instructional collaborations.

Strategy Name

Explore Pre-Apprenticeship Pathways Development

Activity that Applies to this Strategy

New and Updated Courses and Certificates

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 explore and make efforts to expand noncredit Pre-Apprenticeship and Apprenticeship models, currently one of the only CAEP program areas that are not included by SDCCE apportionment and CAEP student data reporting. This will include possible expansion of the SDCCE Foundation's Apprenticeship Readiness Program to a Building Construction Trades Intro CTE course, as well as determining how to report LEA apprenticeship student data with a partner at the MTS.

Finally, the exploration of new pre-apprenticeships will examine how to utilize district supports such as the District-wide Apprenticeship Workgroup, Foundation for California Community Colleges Grow Apprenticeship California, and the local Workforce Development Board and County Office of Education, which are also seeking to grow additional apprenticeship models. Several new apprenticeship pathways, including Early Child Education, Culinary, and Theatre Production, will be explored.

Strategy Name

Establish Supports for Students' Educational Materials, Software and Other Basic Needs

Activity that Applies to this Strategy

Instructional Materials Equipment

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Review and analyze program equipment, supplies, and materials needs and upgrades for CAEP instructional programs. A specific focus on CTE will include industry standards and innovative instructional practices using technology.

For new and existing CAEP Instructional Programs, focus on up-to-date instructional supplies, materials, and equipment. This will include maintenance of equipment and supplies to support instruction, including consumable items needed for students, including those in financial need.

Additionally, this may include site improvements, with Consortium and State approval, along with upgrades to classroom equipment to be aligned with Distance Education (DE) or other modalities aligned with the latest industry skills and any new Course Outline of Records (COR).

As part of this project, it will include the review and analysis of technology plan needs for classroom equipment upgrades and new equipment, including those related to HyFlex modality supports.

Part of this project will include assigning personnel to support quotes, requisitions, and processing program supplies and equipment. This will include institutional efforts to analyze costs and timelines for equipment needs and allocate CAEP funds based on priorities of Institutional and Instructional program technology needs. Accountability for the use of funds for this project will have a focus on leveraging CAEP funds with other resources, an institutional review of the availability of resources, CTE program size, past investments by the program, and opportunities for growth in the program.

Finally, there will be continued effort on access to contextualized, zero-cost modular lessons to gain the necessary skills to succeed in the targeted career education programs.

Improve Integration of Services & Transitions

2024-25 Strategies

Strategy Name

Increase Transition Supports for SDUSD Adult School and Other Populations

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)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- 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)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Efforts to focus on the transitions between member agencies and community partner organizations serving adult learner populations. This will include a focus on younger adult learners, as detailed in the Shared Population Chart of the SDAERC Three-Year Plan. From SDUSD, this includes Adult School students and alumni, students who may have departed the K-12 System without an HSD, and TRACE students who experience a disability.

This project will focus on creating a system for “warm handoffs” and referrals to understand all options for adult secondary school completion and supports to re-engage in school. Additionally, this project will include efforts that lead to enrollment in the career pathway of choice through noncredit CTE programming, credit college transition, and employment. This may include hiring outreach and/or other student services personnel, creating a transition team in collaboration with member agencies and community partners, and refinement and development of written policies, procedures, and communications. Additional project tasks will include expanding on a collaborative pilot to support aging out English Language Acquisition (ELA) students, creation of workshops, regular information and enrollment sessions, new curriculum, regular academic

advising, outreach and onboarding supports, increase timeliness and efficiency of transcript review processes, and enrollment in WIOA I wrap-around supports such as Gateway to College and Apprenticeship Readiness Program at the SDCCE Foundation.

Additionally, this project will include data-informed efforts to improve success and effectiveness by analyzing and determining best practices using the new member agency co-enrollment dashboard between SDCCE and SDUSD Adult School. Additionally, there will be student data tracking and reporting for WIOA I Gateway students in SDCCE/CAEP instructional programs that will result in entering this data into the TOPSpro Enterprise system.

Shared marketing and communications will be developed targeted to populations served by both member agencies and other special populations of adult learners.

Finally, this will include efforts to outreach and engage with community-based partners such as Juvenile and Adult Probation County Probation, nonprofit agencies, and public partnerships in order to lead to new enrollees in adult education programming.

Strategy Name

Strengthen Partnership with the San Diego Workforce Partnership (SDWP) - Local Workforce Development

Activity that Applies to this Strategy

SDWP/LWDB Collaborations

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Continue the Joint Collaborations Workgroup between SDWP and SDCCE at a district level. See WIOA I Gateway connections for young adult learners, including aging-out ELL populations. See above LWDB Apprenticeship Partnerships. Continuing to focus on requirements of WIOA II alignment and data tracking with the WIOA I system by strengthening partnership opportunities and developing a structure to support collaborative activities with the LWDB. This includes engaging in productive working relationships to jointly address workforce needs in the region, including advocacy for racial equity in employment in the region.

This may include outreach and marketing efforts, including personnel assigned to actively engage to ensure program, process awareness, and data to show alignment between member agencies, SDCCE and SDUSD, and the local Workforce Development system. This may also include joint efforts with the LWDB and job placement & employability collaborations. Finally, efforts will continue to advocate at a State and Federal level to increase connections between WIOA II and WIOA I collaborations for co-enrollments. (CDE directive) as well as possibilities to show WIOA II, CAEP, and WIOA I MIS data system sharing agreements to support co-enrollment data reporting.

Strategy Name

Enhance Services and Supports for ABE/ASE/ESL/DSPS Students to Transition to CTE

Activity that Applies to this Strategy

Current Student Transitions: Foundational AE

Metrics that Apply to this Activity/Strategy

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

Strategy Description

This strategy will focus on supporting foundational Adult Education students from both member agencies, including ABE/ASE/ESL/DSPL instructional programs to transition to noncredit CTE, credit college, and the workforce. Of particular focus will be students in WIOA II AEFLA instructional programs and concerted efforts to systematize cross-programmatic transition. This will include collaborations between instructional programs, courses, and faculty efforts in addition to providing counseling and other student supports from the Office of Student Services to enhance and increase the number of students transitioning to CTE and credit college.

SDCCE is engaging in a new onboarding system using CCC Noncredit Apply, and this will require alignment with the needs and barriers of these existing student populations while developing and implementing the new onboarding plans and activities (referred to in the three-year plan as SEMP Taskforce #1: Onboarding).

This strategy will include data-informed decision-making and analysis, including PRIE's production of comprehensive, collaborative data analysis of the WIOA II students transitioning into CTE, called the "Co-Enrollment" Report. This project will also include further development, implementation, and active analysis of other transition reports with an eye on new data analysis steps to determine trends for transitions, best practices, and areas for continuous improvement.

There will also be more opportunities for collaborative student support between instructional faculty and counseling, including classified employees so that all personnel are knowledgeable and can actively support transitions to noncredit CTE. The SDAERC Three-Year Plan referred to 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.

Strategy Name

Continue and Expand CAEP Funding for SDCCE Outreach Position(s) (SEMP)

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)
- 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 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.

Ensure that outreach efforts ultimately lead to enrollment in noncredit CAEP Instructional programs and student supports. Incorporate the use of regional data of adult learner target populations for promoting programming and conducting outreach efforts.

Data-informed outreach efforts will include activities to show measurable targets that enable the ability to collect and analyze data on outcomes of outreach that can be used for assessing the effectiveness of efforts. Share and review data from outreach on a regular basis. Collaborate with CAEP Instruction Services, including with SDUSD Adult School, to increase coordinated outreach strategies and efforts.

Evaluate, revise, and update the annual SDCCE outreach plan and align new activities, including targeted CAEP instructional program priorities.

Continue CAEP funding and leverage other funds to support SDCCE Outreach Ambassador and Transition position(s) focused on integration, alignment, and communications with Consortium efforts and plans. A focus of outreach will include SDUSD Adult School and will include assigning an outreach ambassador “point of contact” to work with Consortium partner agencies that result in warm handoffs for enrollment and retention efforts.

Ensure outreach services focused on onboarding will be aligned to provide collaborative support with faculty in CAEP Instructional programs as subject matter experts. Conduct training with outreach staff on programs, including written talking points, scripts, and collateral materials to best educate personnel and the community about all of the SDCCE CAEP instructional programs.

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 to increase access and awareness of CAEP instructional programs that will ultimately lead to enrollments.

Strategy Name

Innovate and Develop an Annual Marketing Plan

Activity that Applies to this Strategy

Targeted Marketing & Communications

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

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

Engage in collaborative discussions and transparent communications on marketing plans and efforts with CAEP Partner Agencies, CAEP instructional program leadership, faculty, counseling, and campus contacts. This includes revamping and updates for branding, website look and feel, and content management. It will also include joint marketing collateral materials for shared programming between member agencies.

Explore best practices and take action on innovative media and marketing techniques to conduct marketing efforts that enable the ability to collect and analyze data on outcomes for marketing investments, which can be used to assess effectiveness that impacts CAEP instructional programs.

Engage in methods to collaborate with and promote community partners to increase awareness of CAEP Instructional programming. Continue to build and document relationships with community partners that will assist in increasing 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. Focus on the availability of resources, program size, past investments, past data on effectiveness, and opportunities for program growth.

Finally, develop a mechanism to regularly assess marketing return on investments.

Strategy Name

Explore, Create, and Implement Processes for Coordinated Student Services Guidance

Activity that Applies to this Strategy

Career Planning, Guidance and Educational Plans

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - 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

Develop and maintain shared and consistent career guidance that supports learners in choosing, entering, and staying on a pathway within and across member agencies. Make further steps to institutionalize career counseling and career assessment before educational plan development to increase student persistence in classes.

Increase collaborative efforts to provide student-centered career guidance and counseling support between programs and member agencies.

Explore, create, and implement processes for coordinated student services guidance and advising between member agencies to support program enrollment, with emphasis on CTE programming for interagency transitions.

Participate and/or host annual student service and counselor convenings involving cross-member agency and instructional representation to accomplish greater transitional career pathways, information sharing, and collaborations.

Strategy Name

Continue to Develop and Expand Noncredit to Credit Alignment

Activity that Applies to this Strategy

Credit by Exam

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Develop new and improved pathways between noncredit and credit college programs. Often referred to as "Credit by Exam." Engage in continuous improvement and new credit by exam agreements. Utilize national frameworks for noncredit and credit pathway alignment; this includes participating in the Association of CC Trustees Noncredit and Credit Alignment Lab (NCAL).

Conduct assessments, develop work plans, and participate in Community of Practices planning meetings to analyze Credit by Exam data and policy and process guidelines in order to inform and implement stronger alignments between noncredit and credit CTE programming. This will also include student focus group data and feedback. Furthermore, review and analyze District Transition Data reports and Credit by Exam information and data.

Finally, analyze NCAL project accomplishments to determine how to use it as a model for other Credit by Exam partnerships between SDCCE and credit colleges.

Strategy Name

Enhance Student Experience and Clarify Student Transitional Pathways

Activity that Applies to this Strategy

Career Planning, Guidance and Educational Plans

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - 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

Implement comprehensive transition team supports for student completion and retention and establish one-stop enrollment centers across campuses to streamline registration and support processes, significantly enhancing the student experience. This strategy aims to simplify and clarify the entire enrollment process, from initial contact through to enrollment, ensuring that all necessary support services are readily accessible. By reducing barriers to entry and completion, this approach seeks to increase student satisfaction and provide a more integrated and user-friendly enrollment experience.

Strategy Name

Expand Internal and External Partnerships

Activity that Applies to this Strategy

High School Diploma Programming & Partnerships

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- 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)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Develop and strengthen partnerships with local industries and educational institutions to enhance training opportunities and workforce readiness among students. This strategy will focus on establishing internships and practical training sessions that provide real-world experiences, enhancing students' skills and employability. By expanding these partnerships, the Consortium aims to create a robust network that supports student success in the workforce.

Improve Effectiveness of Services**2024-25 Strategies****Strategy Name**

Revise Current Student Onboarding Process to Support and/or Increase Enrollment (SEMP)

Activity that Applies to this Strategy

Student Onboarding

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

SDCCE will engage in new student onboarding efforts by utilizing CCC Noncredit Apply. This relates to the SDAERC Three-year plan SEMP Taskforce #1 and has been a long-standing gap in service that has impeded adult learners and will assist SDCCE in improving effectiveness for CAEP Instructional Programs and the actual mechanism for enrollment into CAEP courses, which was greatly brought to light during the COVID pandemic environment and the drastic reduction in student enrollments that occurred.

The focus for onboarding improvements will focus on the continuum of SDCCE onboarding processes beginning with orientation, application, assessment, intake form, education planning, and through to the point of actual enrollment in academic courses. The project will include a new student application process and technologies that meet MIS and student data reporting requirements and will include online and in-person protocols. Examples of this project will include SDCCE Welcome Centers both in person and online and hiring of personnel and staffing supports; all focused primarily on CAEP instructional programs.

Strategy Name

Improve Effectiveness and Communications Regarding CAEP Strategy Implementation and Tracking

Activity that Applies to this Strategy

Consortium Governance Effectiveness

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Develop an annual and three-year plan tracking and accountability process. The Consortium will develop this with a focus on increasing accountability. Steps will include outlining project work plans, project leads and supports, timeframes, and regularly shared reporting mechanisms. The progress and reporting and progress will be shared in an open format and reported to the SDAERC on a regular basis to ensure continued movement and accountability. Additionally, efforts will continue to produce SDAERC newsletters and distribute them to member agencies and partner constituencies.

CAEP funding accountability will be tied to the above reporting and tracking processes. This includes continued use of CAEP funding and project request forms based on three-year plan strategies.

Strategy Name

Engage in Continuous Improvement Activities to Ensure Effectiveness and Accountability

Activity that Applies to this Strategy

Consortium Governance Effectiveness

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Project activities will include areas that impact financial accountability, such as Human Resources process tracking that impacts effectiveness for the use of CAEP funds and accountability for staffing assignments. Additionally, efforts will be made to revise CAEP funding requests and funding allocation processes.

Processes will continue to share the use of CAEP funds with transparency and intent on effective fund usage with improved accountability processes and progress reporting being adhered to. This is for the strategy implementation and in regard to sharing CAEP financial allocations and expenditure status with SDAERC and member agency contingencies.

Student data reporting will be a focus for all CAEP projects and will include addressing gaps in the analysis of real-time CAEP data reporting. Also of focus will be the CAEP research agenda aligned to annual and three-year plan strategies.

Strategy Name

Determine and Align Staffing That Assists with Consortium Administrative, Planning, Fiscal Efforts

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

Update CAEP/SDAERC direct staffing support structure to support Consortium direct administrative efforts. This may include a revised structure for assigning nonclassroom faculty coordinators based on specific SDAERC plan projects with staffing assignments based on faculty and classified expertise and areas of focus. Additionally, this will include the review of the effectiveness and strategies for staffing related to accounting supports, CAEP use of funding effectiveness, and structured and regular updates of CAEP project progress with executive team representatives, managers, classified personnel, and CAEP instructional program departments—all of these activities with the goal of aligning accountability to SDAERC goals.

Strategy Name

Update SDAERC Bylaws and Subcommittees/Workgroup Structures

Activity that Applies to this Strategy

Consortium Governance Effectiveness

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Revision of SDAERC bylaws to include accountability changes such as Consortium Fiscal Administration Declaration (CFAD) questions and revisions related to carry-over fund accountability by member agencies related to AB 1491. Additionally, bylaws will include a subcommittee structure that incorporates the Joint Education Coordinating Council (JECC) with a focus on ASE programs.

Strategy Name

Develop and Sustain New Community Partnerships

Activity that Applies to this Strategy

Consortium Governance Effectiveness

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

Develop and sustain new community partnerships to support adult learners and meet Consortium objectives. Develop strategies to support collaborative actions between member agencies as outlined in Strategic Enrollment Management Plans (SEMP) as referenced in the SDAERC three-year and annual plans. This shall include engaging on a regular basis with member partner agencies and constituencies in the region, such as those in the public sector (City and County), the Local Workforce Development Board (LWDB), and Community-Based Organizations that provide distinct services to specific populations of adult learners. Engagement may be made through outreach, instructional partnerships, specific regional initiatives, and leveraged funding grant partnerships.

Strategy Name

Analyze, Revise, and Prioritize Investment of CAEP Resources Based on CAEP Outcomes & Accountability

Activity that Applies to this Strategy

Consortium Governance Effectiveness

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

The focus for member agencies will continue to be accountability for the use of CAEP funds and investments to support the SDAERC three-year and annual plan. Part of this includes regular financial accountability and planned vs. actual reporting by business services. SDCCE allocates CAEP funds as part of the institutional resource request and allocation process, and as part of that, presentations about CAEP will continue to be made to participatory governance committees and managers' meetings in order for SDCCE to understand and embrace the purpose of CAEP and CAEP funding. Additionally, emphasis will be placed on action-oriented efforts to implement activities and gaps in the SDAERC three-year and annual plans. Increased member agency community collaborations. Addressing the needs through increased cross-departmental collaborative efforts, especially focused on student transitions. Focusing on student transition populations. Collecting, reviewing, sharing, and analyzing data for CAEP projects and plan effectiveness.

Strategy Name

Develop and Implement Annual CAEP Research Project Agenda

Activity that Applies to this Strategy

Data, Research and Analysis

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

In collaboration with the SDCCE Planning Research and Institutional Effectiveness (PRIE) Department, develop a research agenda focused on the following activities such as surveys and the use of data to be action-oriented to identify best practices, areas of improvement as well as ways to be cross function across department and agencies in order to support collaboration. See PRIE CAEP Research agenda for examples of continuing existing CAEP-focused surveys such as the SDAERC Governance Effectiveness and "WIOA" Co-Enrollment report that indicates foundational ESL and ASE students also enrolled in CTE.

Strategy Name

Align PRIE Efforts and Other Research with the CAEP Three-year and Annual Plans

Activity that Applies to this Strategy

Data, Research and Analysis

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: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Continue to improve and enhance "data-driven decision making" for CAEP Instructional Program and CAEP Projects. This will include an emphasis on CAEP instruction program data, analysis, and research that leads to action and supports achieving CAEP three-year plan outcomes, including an emphasis on student outcomes tracking and institutional-level professional development.

Develop the formation of SDCCE Planning Research and Institutional Effectiveness (PRIE) Department Annual Research and Project Agenda. This will be done with input and the specific 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 three-year and annual plans, as well as the finalized plans and activities for SEMP Taskforce groups. This includes building and maintaining a data infrastructure that supports enrollment management, DEI, 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 that focus 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 transition strategies and activities. Engage in regular information sharing, dialogue, and analysis.

CAEP Instructional programs, including member organizations, will partner with PRIE to host PD opportunities that take data into action and ultimately improve student outcomes in all CAEP instructional programs.

Explore how to use TOPSpro Enterprise as a Consortium and SDCCE as an institution for WIOA II programs as a complement to PRIE data and research and required MIS data collected.

Develop Annual Research and Project Agenda. This will be done with input and the specific 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 research projects with the analysis of regional data and SDAERC three-year and annual plan projects.

Strategy Name

Host and Sponsor Member Agency and Consortium Professional Development Efforts

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

To support SDAERC's three-year and annual plan strategies, host and sponsor member agency and Consortium professional development (PD) efforts aligned with CAEP.

Revise institutional CAEP accountability processes and procedures for using PD funds, including PD request forms aligned with CAEP plans. Improved efficiencies for the use of CAEP funds for PD will emphasize using cross-departmental and cross-organizational approaches for planning professional development, how PD will be turned to action, reporting, and evaluations of CAEP funds used for PD, and closer alignment for CAEP PD to the strategies and priorities of the SDAERC plans.

Include PD that aims to increase the effectiveness of systems and processes, and procedures, in particular those that impact and improve the student experience for varied adult learners.

Examples of PD will include supporting the attendance in State CAEP and Adult Education PD webinars from cross-agency and program representation as a way to engage and address gaps identified by the SDAERC's three-year and annual plans. SDCCE classified employee professional development, such as the STAR Conference, that directly and intentionally aligns with eliminating gaps, improving the effectiveness of SDDCCE CAEP instructional programs, and moving forward the CAEP strategies and activities, including an emphasis on SEMP goals related to onboarding and transitions. Basic Literacy Skills supports for low-level readers in ABE programming. Support for Young Adult learners in the noncredit college classroom.

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.

Both members at an agency level are completing annual budget development processes that align with CAEP Annual Plan strategies.

Institutional strategies take into consideration the braiding and leveraging with available and aligned restricted funding sources such as CalWORKs, Strong Workforce Program (SWP), Student Equity and Achievement Program (SEAP), and WIOA II: AEFLA. Additionally, SDCCE has the ability to leverage apportionment of General Funds.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.

SDAERC has been monitoring carry-over funds. The Consortium bylaws have been edited to include carry-over language provisions. Efforts have been made to solicit projects that align with CAEP. Executive allocated integrated institutional resource requests and re-organization costs to CAEP.

The SDAERC has implemented a Consortium Effectiveness survey to gain focus on state CAEP Objectives and the effectiveness of the Consortium as well as Member agencies. The most recent effectiveness survey can be found here:

<https://sdcce.edu/sites/default/files/sdaerc/051524%202024%20SDAERC%20Effectiveness%20Survey%20Report.pdf>

SDAERC has seen noticeable expenditure-level improvements. Based on State guidance, the SDAERC has drafted and edited bylaws, with a first reading in Spring 2023 to address AB 1491 guidance and carry-over funds in bylaw edits. The SDAERC will vote on this in Fall 2024.

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08/14/2024 01:56 PM PDT

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08/14/2024 01:52 PM PDT



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