

California Adult Education Program Produced: 06/02/2022 03:18 PM PDT Megan Battle

63 South Bay Adult Education Consortium/Southwestern: Certified

Details

Consortium Information

Consortium Name:

63 South Bay Adult Education Consortium/Southwestern

Consortium Short Name:

63 South Bay (Southwestern)

Address:

458 Moss St. | Chula Vista, CA | 91911

Website:

www.southbayadulthood.org

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

\$16,206,843

CAEP Funds 2021-22:

\$15,386,731

CAEP Funds 2020-21:

\$14,787,820



SOUTH BAY
ADULT EDUCATION

Consortium Contacts

Responsibility	Name	Email	Title	Phone
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Member Agencies

Member Agency	Member Type	Contact	Phone
Coronado Unified	Unified School District	Dr. Megan Battle	(619) 522-8900
Southwestern CCD	District	Minou Spradley	(619) 482-6337
Sweetwater Union High	High School District	Dr. Vernon Moore	(619) 691-5533

Executive Summary

Executive Summary *

The South Bay Adult Education Consortium/Southwestern members offer well-aligned educational programs that provide the region's adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school diploma or equivalent, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce.

Identified Needs: The community of need within the boundaries of our consortium remains large. Data from the most recent census show:

- 1) Over 42,000 adult English Learners
- 2) Over 65,000 adults without a high school diploma
- 3) Over 62,000 low income adults
- 4) Over 24,000 unemployed adults
- 5) Over 51,000 adults with disabilities
- 6) Over 2,400 disconnected youth

Similar to other consortia around the state, our consortium saw a significant drop in enrollment in 2020-2021 due to the pandemic. As we begin to recover from the impact of the pandemic on our enrollment, the fact remains that all program areas should maximize course offerings in all program areas over the next three year period in order to better serve the large community of need. However, adequate transportation and childcare continue to be common challenges shared amongst students. Our student survey uncovered an additional layer of challenges that students face as a result of the pandemic. The pandemic has exacerbated issues associated with work schedule/shift changes, being a caregiver of both older adults and young children during sickness and quarantine, and personal finances. Our consortium is committed to offering a mix of in person, online, and hybrid options in order to maximize the number of students served.

Metrics chosen by our members to be tracked for the next three years are related to progress within programs and transitions to the adult secondary program, transitions to career training programs, and transitions to credit college programs. Recognizing the various barriers to employment that our community of need faces, the consortium will track metrics related to the number of students served with the following barriers to employment: English Learner, Low Income, Low Literacy, and Long Term Unemployed.

Addressing Educational Needs: Activities include adjusting class dates/times at Coronado Adult Ed to ensure adequate time for students to reach their goals, modifying processes and procedures at Sweetwater Adult Ed in an effort to increase the number of participants with Educational Functioning Level gains in ESL, ABE, and ASE, and expanding curriculum offerings at Southwestern College to better align with labor market and student needs. The consortium will continue to fund a social media marketing campaign in an effort to recover enrollment losses in all program areas due to the pandemic. The marketing campaign is targeted to the consortium community of need, especially those with the following barriers: English Learners, low income, no high school diploma, and the unemployed. By utilizing social media ads, we are able to reach our target demographic in a more cost effective manner.

Improving Integration of Services and Transitions: Activities include IET (Integrated Education and Training) and Concurrent Enrollment. Coronado will add IET programs to their existing career training programs, and intend to develop IET programs for any future career training programs as well. Sweetwater and Southwestern will continue to work together to refine SB554 concurrent enrollment procedures to create a more seamless transition for adult school students transitioning to Southwestern College. Southwestern College will also focus on refining procedures related to data management and coding, to improve reporting efficiency and effectiveness.

Improving Effectiveness of Services: Activities include streamlining data collection policies and procedures in Coronado, consolidating pathways for students where possible in Sweetwater, and further leveraging funding to facilitate completion of CAEP goals at Southwestern College.

Funds Evaluation: The annual CAEP member allocations closely align with the original allocation percentages determined at the beginning of the first three year planning cycle, and are considered the baseline when discussing annual allocations in support of the CFAD. Since allocation amendments do not affect a member's baseline funding, allocation amendments are not considered in the following year's CFAD process. Each member has a unique set of leveraged funds that are utilized to fund both their respective CAEP programs and services and any additional activities identified in the 3 year plan or annual plan. Leveraged funding sources and amounts are reported by member in the annual Program Area Reporting tool in NOVA.

In accordance with required CFAD protocols, all members annually certify that they agree to all of the membership & decision-making, public meeting, and reporting requirement assurances.

Assessment

Overview and Preparation *

The consortium started the assessment process with a student survey. Approximately 500 responses were collected from current and former students from Sweetwater Adult Ed, Coronado Adult Ed, and Southwestern College Continuing Ed. Pertinent questions included "I've taken classes in the following programs: ESL, Basic Skills, HSD/Equivalency, Career Training, Other", "If we could improve on one thing, what would it be?", "What has helped you to reach your goals?" and "What has hindered you from reaching your goals?". The top six responses for areas of improvement include (in order of popularity): 1) More variety in class days/times (26%), 2) Different types of training programs (21%), 3) More options to work from home (17%), 4) More time with a counselor or other staff to help me reach my goals (14%), 5) No improvements needed (12%), 6) Registration process

(10%). The most common responses for what has helped students to reach their goals include: supportive teachers, supportive family, ESL classes in general, internal motivation, and Southwestern College general program and availability. The most common responses for what has hindered students from reaching their goals include: work schedule conflicts/shift changes, caregiver challenges, pandemic challenges, financial issues, and limited class availability/schedule conflicts.

The survey responses were incorporated into a larger Consortium Summit presentation. The audience for the summit included faculty, staff, counselors, administrators, students, and community partners. The remainder of the presentation included a demographic overview of our students and the programs that they enroll in. Data from the Launchboard Adult Ed Pipeline was referenced extensively in this section. Next was an overview of our regional community, to show a comparison between our students/program offerings and the community, and to identify gaps in programs and services. The South Region San Diego County Subregional Profile was referenced in order to identify the top industries, businesses, and certifications needed in our region. The CAEP Fact Sheet was referenced to identify the various communities of need in our region, including Adults with Disabilities, Foreign Born, Limited English, Near Poverty or Less, No High School Diploma, Unemployed, and Disconnected Youth. Next was a comparison of our student outcomes compared with state averages. The Launchboard was referenced extensively in this section as well. Comparisons included students that go from reportable individuals to participants, participants who earned their HS Diploma or Equivalency, ESL/ABE/ASE participants that transitioned to CTE, ESL/ABE/ASE participants that transitioned to credit college, employment 2 quarters after exit, and median annual earnings. The last set of data included in the presentation was in reference to equity gaps, and the Launchboard data was again referenced extensively in this section. Multiple datasets from the Launchboard organized by gender and race/ethnicity were used in response to the question: Are particular demographic groups achieving outcomes at higher rates than others?

After the presentation, four students who have made the transition from adult ed to Southwestern College and beyond provided their testimonials. Testimonials included a confirmation of several pieces of the data we had just reviewed.

The final section of the summit included four breakout sessions of all attendees. Each breakout room was tasked with answering one of the following questions: 1) Which populations are we not serving but should be serving? 2) What challenges do our students have that hinder them from coming to our programs/What program features might be barriers to students coming to our programs? 3) What are gaps or unmet needs in our existing programs and services? 4) How can we leverage community and member partnerships to better assist our students in realizing their goals?. Responses were collected via Jamboard.

Members utilized the data presented and collected at the summit to assist in forming their member metrics and activities. The Consortium level metrics and student barriers relied on the same sets of data. The consortium determined that all four available student barriers to employment should be included in this three year plan since our community of need in these subgroups is extensive: English Learners, Low Literacy, Long Term Unemployed, Low Income. When determining the target numbers for the consortium level adults served and student barriers, the consortium agreed to repeat the 2019-2020 figures that are available in NOVA, recognizing that that is the most recent dataset before the pandemic. Data from 2020-2021 was not a factor in any metric target because of the profound effect that the pandemic had on all aspects of the community and our programs and services. Data from 2021-2022 was also not a factor in any metric target because it was not a complete year's worth of data.

Regional Alignment and Priorities *

All career training programs offered around the consortium participate in Industry Advisories. Members are invited to participate in each other's Industry Advisories and work toward further consolidating where applicable.

Articulation between adult CTE programs and credit Southwestern College programs have proven a successful avenue for students to complete career pathways. Nearly all Sweetwater CTE career training programs are articulated with Southwestern College credit career training programs. Sweetwater and Southwestern College have worked closely together over the previous three year plan cycle to ensure that students are able to complete a career pathway and enter the workplace. In addition, Coronado and Southwestern College are currently working to create an articulated pathway for Child Development.

Sweetwater Union High School District is the sole member of the consortium that participates in WIOA. Sweetwater's WIOA CIP goal identified for 22-23 is directly aligned to progress metrics described in the three year plan. The CIP goal states: By April 1, 2023, SUHSD Adult Education students will complete Educational Function Level Gains (EFLs) as follows: 64% of ABE/ASE

participants will reach EFL gains (currently at 53.94%), and 59% of ESL participants will reach EFL gains (currently at 48.91%). Supporting activities include training teachers to use the SUHSD Google CASAS Score Sheet to interpret the Student Gains Report, training new teachers at least two weeks before TOPS day, increasing the participation of Testing Technicians in CASAS training and professional development, allowing for teachers in each program area to discuss progress/areas of improvement needed, and scheduling regular meetings division-wide to inform teachers about CIP progress. Also, Sweetwater has developed IET support for all career training programs, ensuring that English learners in career training programs have the English support needed to complete their training.

Leveraging the work of the Strong Workforce K-12 Pathway Coordinator, the subregion is hosting two dozen pathway meetings that include high school, charters, adult school teachers, community college faculty, and program administrators to collaborate and discuss courses and programs within industry sectors. Topics include:

- Sharing curriculum, discussing articulation and other early college credit options
- Industry recognized certifications – what’s being offered, are they aligned, are there gaps
- Work-based learning – what’s being done, are there opportunities for collaboration (virtual and in-person events, tours, guest speakers, etc.)
- Student recruitment/enrollment – how is enrollment? what is being done by whom? Trends and areas for improvement, such as retention.
- Advisory committee meetings – what’s currently being done and who’s invited, opportunities for collaboration
- Professional Development opportunities – internal, external, shared possibilities

The meetings are being recorded and notes are shared so that those who were unable to attend can benefit from the discussions. There is a plan for these meetings to be held twice a year to help streamline programs, increase early college credit opportunities, and share resources that benefit all students.

Evaluate the Educational Needs of Adults in the Region *

According to the 2021 CAEP Fact Sheets, the community that our consortium serves contains the following demographics:

Adults with Disabilities: 51,231

Foreign Born: 145,544

Limited English: 42,020

Near Poverty or Less: 62,948

No High School Diploma: 65,926

Unemployed: 24,071

Disconnected Youth: 2,433

According to the Launchboard Adult Education Pipeline, our consortium served 9,285 adults, including 6,014 participants in 2019-2020 in the following program areas:

ESL: 3,316 participants

ABE: 1,366 participants

ASE: 1,180 participants

CTE: 2,044 participants

Adults with Disabilities: 84 participants

In 2020-2021, our consortium served 4,560 adults, including 3,307 participants in the following program areas:

ESL: 1,427 participants

ABE: 631 participants

ASE: 752 participants

CTE: 1,590 participants

Adults with Disabilities: 229 participants

Similar to other consortia around the state, our consortium saw a significant drop in enrollment in 2020-2021 due to the pandemic. As we begin to recover from the impact of the pandemic on our enrollment, the fact remains that all program areas should maximize course offerings in all program areas over the next three year period in order to better serve the large community of need. However, adequate transportation and childcare continue to be common challenges shared amongst students. Our student survey uncovered an additional layer of challenges that students face as a result of the pandemic. The pandemic has exacerbated issues associated with work schedule/shift changes, being a caregiver of both older adults and young children during sickness and quarantine, and personal finances. Our consortium is committed to offering a mix of in person, online, and hybrid options in order to maximize the number of students served.

The majority of students in all program areas report at least one barrier to employment. However, the consortium recognizes that the self-reporting nature of adult education data collection may result in an underreporting of student barriers to employment. Along those lines, the adults with disabilities population may be underreported as well, as students may not be fully aware of a potential disability. Despite the pandemic's massive influence on enrollment, the Adults with Disabilities program area has seen an increase in enrollment. This can be attributed to the ramping up of Sweetwater's Disability and Access Resource Center (DARC) academic and workforce services during the pandemic (including Workability II). Other workforce services that gained momentum during the pandemic include Goodwill of San Diego County's Job Readiness Certificate Program. The certificate program is embedded into Southwestern College's noncredit Stepping Stones to Success program, as well as Sweetwater's career training and Workplace ESL programs.

Contributions by Entities *

All members of the consortium participated in the development of the three-year plan. Our student survey went out to current and former students at Coronado Adult Ed, Sweetwater Adult Ed, and Southwestern College Continuing Ed. The consortium summit was attended by members of our consortium Implementation Team, Advisory Committee, and Consortium Directors Counsel. Also in attendance were community college faculty, adult school teachers and counselors, classified staff, administrators, current and former students, and community partners from the Department of Rehabilitation and Education Opportunity Centers. The consortium Implementation Team developed member metrics and activities, and the consortium Advisory Committee developed consortium metrics. Both the Implementation Team and the Advisory Committee contributed to various narratives within the plan, and approved the final draft to be considered at the Consortium Directors Council for final approval.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticesh
*Coronado Unified	Member Representative	0	0	19	0	0	0	14	0	0
*Southwestern CCD	Member Representative	0	0	172	0	51	0	499	351	0
*Sweetwater Union High	Member Representative	631	752	1,245	0	178	0	686	0	47
Total Participants		631	752	1436	0	229	0	1199	351	47

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

No Service Providers for this consortium.

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

The number of participants per program area above are taken from the 2020-2021 academic year, which is the most recent complete year of data. Since that entire academic year was impacted by the pandemic, enrollment in all program areas is much lower than usual. However, thankfully we did not see any closures of entire program areas or workforce services. Preliminary data from 2021-2022 shows an increase in enrollment in all program areas over 2020-2021. Although the table above shows no enrollment in EL Civics or K12 Success program areas, this is actually a result of a difference in coding structures. Sweetwater Adult Ed offers EL Civics, but EL Civics participants are coded as ESL. Southwestern College offers a K12 Success program through their YES Academy over the summer, in workshop format, and so those participants are not coded as accumulating hours in a class. In addition, Sweetwater Adult Ed offers some Workforce Reentry programs but they are coded as CTE to align with K-12 credentialing requirements; a teacher can be credentialed in CTE but not Workforce Reentry. Although preliminary data show an overall increase in enrollment over 2020-2021, further increases are needed to reach pre-pandemic levels. When pre-pandemic enrollment levels are reached, there is still much room for a further increase in enrollment in all program areas due to our large community of need. Some workforce services were initiated during the pandemic, and continue on as an essential complement to CAEP program offerings. Sweetwater's Disability and Access Resource Center (DARC) initiated a multitude of academic and workforce services to both adults with disabilities and the general adult education population as well, including a new Workability II program. Community Partner Goodwill Industries of San Diego County initiated services around a Job Readiness Certificate program for Southwestern College's noncredit Stepping Stones to Success program (CAEPAWD program), as well as Sweetwater's CTE and Workplace ESL programs. Workforce services continue to expand with this partnership, and most recently include a pathway for students to enter a paid training program.

Metrics: CAEP Barriers & Metrics

- ✓ Student Barriers

Adult Ed Metrics

- English Language Learner (AE 305 - Overall)
- Long Term Unemployed (AE 309 - Overall)
- Low Income (AE 310 - Overall)
- Low Literacy (AE 311 - Overall)

✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	9,285	4,560		9,285	9,285	9,285
Student Barriers	English Language Learner (AE 305 - Overall)	4,949	2,140		4,949	4,949	4,949
Student Barriers	Low Literacy (AE 311 - Overall)	6,764	3,333		6,764	6,764	6,764
Student Barriers	Low Income (AE 310 - Overall)	3,930	2,015		3,930	3,930	3,930
Student Barriers	Long Term Unemployed (AE 309 - Overall)	167	134		167	167	167

Member Level Metric Targets

* Mandatory for all members

Coronado Unified (Reported by Coronado USD)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	117	31		123	126	129
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				4	6	8
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Southwestern CCD (Reported by Southwestern District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	1,185	1,034		1,185	1,304	1,434
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	12	16		0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	19	12		0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	19			31	34	37

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	31			31	34	37
Transition	Participants with Transition to ASE (AE 500 - Overall)	12			0	0	0

Sweetwater Union High (Reported by Sweetwater UHSD - Adult & Continuing Education)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	4,791	2,261		2,649	2,914	3,205
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	425	110		169	204	225
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	397	130		237	261	287
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	839	96		364	400	440
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	1,003	509		602	662	729
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	101			82	90	99

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	410			0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)	810			200	220	242

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Coronado Unified	100%	48%	0%	95%	95%	95%
Southwestern CCD	92%	0%	0%	85%	85%	85%
Sweetwater Union High	100%	54%	0%	75%	85%	90%

Objectives

Address Educational Needs

Description of Objective *

Maximizing course offerings in all program areas is the primary way in which our consortium would address educational needs, due to the large existing community of need.

The consortium will continue to fund a social media marketing campaign in an effort to recover enrollment losses in all program areas due to the pandemic. The marketing campaign is targeted to the consortium community of need, especially those with the following barriers: English Learners, low income, no high school diploma, and the unemployed. By utilizing social media ads, we are able to reach our target demographic in a more cost effective manner.

Coronado plans to adjust class dates (decrease the length of time, and where appropriate add a second class during the semester) in hopes that a larger percentage of students complete their ESL courses. This will also help Coronado capture more CASAS post test data.

Sweetwater's focus on student progress will ensure that current students have a better chance of reaching their goals in various program areas.

Sweetwater will increase the number of participants who complete and EL Civics COAPP or Course by:

- 1) Making teacher-specific Google assessment forms that will allow teachers to view assessment results to ensure students complete all tasks
- 2) Providing weekly updates during EL Civics testing week(s) to teachers detailing which students have taken all tasks associated with a particular civic objective
- 3) Capturing students who passed EL Civics who are missing a CASAS posttest/paired score
- 4) Training teachers and testing technicians on how to interpret data listed on the site-specific Google sheet student test data. Prioritize students who have additional payment point data (EL Civics, Government/History, Citizenship Interview) for a CASAS posttest

Sweetwater will increase the number of participants with an Educational Functioning Level Gain in ABE by training teachers to:

- 1) Utilize the CASAS score sheet
- 2) Monitor student gains
- 3) Run their own student gains reports

Sweetwater will increase the number of participants with an Educational Functioning Level Gain in ASE by:

- 1) Providing teacher training to student gains reports, instructional hours, pre and post CASAS testing, and paired scores
- 2) Providing refresher training to assessment team
- 3) Conducting ongoing data checks by all stakeholders

Sweetwater will increase the number of participants with an Educational Functioning Level Gain in ESL by training teachers and testing technicians on how to interpret data listed on the site specific Google sheet student test data. Students with additional payment point data (EL Civics, Government/History, Citizenship Interview) will be prioritized for a CASAS posttest.

Southwestern College will address this objective by focusing around expanding and updating the curricular offerings in noncredit to better align with employer/labor market demands, to address student skills development needs for short-term training leading to employment, and student preparation for transition to the credit program CTE pathways. Activities may include increasing number of CDCP certificate programs, exploration of MC3 apprenticeship/pre-apprenticeship opportunities, incorporating contextualized learning into more courses/programs, creating program pathway maps, addressing special population needs.

Southwestern College will also address this objective by focusing around expanding and updating the curricular offerings and support services in noncredit to better align with the college prep and transitions needs of students, and may include efforts related to: curriculum /CDCP development, program mapping and fields of study identification from AE to noncredit/credit in alignment with the college Guided Pathways model, increasing student education plan (SEP) development, addressing AB 705 issues within noncredit, piloting and tracking SB 554 with partner AE district, expanding career and college major exploration in noncredit, and addressing needs of special population students.

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Improve Integration of Services & Transitions

Description of Objective *

Strategies to improve integration of services and transitions into postsecondary education and the workforce include IET (Integrated Education and Training) and Concurrent Enrollment.

Coronado intends to add an IET program to the Registered Behavior Technician (RBT) program to support English Learners in the successful completion of the course. When additional CTE programs are developed, Coronado will imbed IET supports into those programs as needed. Sweetwater will continue to monitor and refine their existing IET programs.

Sweetwater will utilize Concurrent Enrollment SB554 to increase the number of participants who transition to postsecondary credit college by:

- 1) Working closely with consortium partners to identify steps required to concurrently enroll HSD/HSE students into credit college courses using SB554
- 2) Training adult education counselors on eligibility requirements for students to participate in Concurrent Enrollment (SB554)
- 3) Recruit students enrolled in HSD/HSE programs to take advantage of Concurrent Enrollment (SB554)
- 4) Collaborate with EOC counselors to facilitate the transition and enrollment of adult education students into community college.

Southwestern College will address this objective by focusing on partnerships and collaborative efforts, data management and coding for more accurate inclusion in state and local dashboards, evaluating and improving marketing and outreach to better engage students “where they are” and mobile community efforts, and expansion of student services availability for noncredit CTE students.

Southwestern College will also address this objective by focusing around reviewing and reorganizing administrative/coordination roles connected to CAEP for efficiency and effectiveness, leveraging funds and efforts across district/regional/state initiatives and efforts (e.g. Strong Workforce, Perkins, Guided Pathways), prioritizing post-pandemic re-engagement and expansion of community partnership work, focused professional development activities for faculty and staff, and ensuring equity mindedness is embedded in all planning and implementation of CAEP efforts.

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Improve Effectiveness of Services

Description of Objective *

Strategies to improve effectiveness of services include streamlining data collection policies and procedures, consolidating pathways for students where possible, and further leveraging funding to facilitate completion of CAEP goals.

Coronado is moving from paper-based CASAS testing to CASAS eTesting. This will help better assess students, ensure they are taking the appropriate tests, and help track over time who has taken which tests and when for more accurate record keeping. Coronado will also implement a mid-term and end of class survey to gather more student feedback about the course and curriculum. This will allow us to make appropriate adjustments to help increase student success.

Sweetwater will increase the number of participants who transition to ASE by creating additional pathways to ASE by:

- 1) Offering enrollment in a HSD or HSE program for CTE students without a HSD or HSE.
- 2) Offering ESL students the option to enroll in HSE
- 2) Consolidating Advanced ABE and ASE Low where possible

Southwestern College will address this objective by focusing around reviewing and reorganizing administrative/coordination roles connected to CAEP for efficiency and effectiveness, leveraging funds and efforts across district/regional/state initiatives and efforts (e.g. Guided Pathways, Credit for Prior Learning (CPL)/Competency-based Education (CBE), Vision for Success, articulation and acceleration efforts), prioritizing post-pandemic re-engagement and expansion of community partnership work, focused professional development activities for faculty and staff, and ensuring equity mindedness is embedded in all planning and implementation of CAEP efforts

Activities & Outcomes

Activity Name *

Move from paper based CASAS testing to eTesting

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Coronado is moving from paper-based CASAS testing to CASAS eTesting. This will help us better assess our students, ensure they are taking the appropriate tests, and help us track over time who has taken which tests and when for more accurate record keeping.

Short-Term Outcomes (12 Months) *

By improving the accuracy of record keeping, the number of participants with Educational Functioning Levels Gains in ESL will be 4.

Intermediate Outcomes (1-3 Years) *

By improving the accuracy of record keeping, the number of participants with Educational Functioning Levels Gains in ESL will be 6.

Long-Term Outcomes (3-5 Years) *

By improving the accuracy of record keeping, the number of participants with Educational Functioning Levels Gains in ESL will be 8.

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Christine Jensen

Activity Name *

Adjust class dates

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Coronado plans to adjust class dates (decrease the length of time, and where appropriate add a second class during the semester) in hopes that we have a larger percentage of students complete their ESL courses. This will help us capture more post test data.

Short-Term Outcomes (12 Months) *

By adjusting class dates to maximize student completion of their ESL courses, the number of adults who become participants will be 123.

Intermediate Outcomes (1-3 Years) *

By adjusting class dates to maximize student completion of their ESL courses, the number of adults who become participants will be 126.

Long-Term Outcomes (3-5 Years) *

By adjusting class dates to maximize student completion of their ESL courses, the number of adults who become participants will be 129.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Christine Jensen

Activity Name *

Mid-term and end of class surveys

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Coronado will implement a mid-term and end of class survey to gather more student feedback about the course and curriculum. We hope that this will allow us to make appropriate adjustments to help increase student success.

Short-Term Outcomes (12 Months) *

By incorporating student feedback survey results into future programming decisions, the number of adults who become participants will be 123.

Intermediate Outcomes (1-3 Years) *

By incorporating student feedback survey results into future programming decisions, the number of adults who become participants will be 126.

Long-Term Outcomes (3-5 Years) *

By incorporating student feedback survey results into future programming decisions, the number of adults who become participants will be 129.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Christine Jensen

Activity Name *

Add IET support

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Coronado intends to add an IET program to the Registered Behavior Technician (RBT) program to support English Learners in the successful completion of the course. When additional CTE programs are developed, Coronado will imbed IET supports into those programs as needed.

Short-Term Outcomes (12 Months) *

By incorporating IET support into CTE programs, the number of adults who become participants will be 123.

Intermediate Outcomes (1-3 Years) *

By incorporating IET support into CTE programs, the number of adults who become participants will be 126.

Long-Term Outcomes (3-5 Years) *

By incorporating IET support into CTE programs, the number of adults who become participants will be 129.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Christine Jensen

Activity Name *

Complete an EL Civics COAPP

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Sweetwater will increase the number of participants who complete and EL Civics COAPP or Course by:

- 1) Making teacher-specific Google assessment forms that will allow teachers to view assessment results to ensure students complete all tasks
- 2) Providing weekly updates during EL Civics testing week(s) to teachers detailing which students have taken all tasks associated with a particular civic objective
- 3) Capturing students who passed EL Civics who are missing a CASAS posttest/paired score
- 4) Training teachers and testing technicians on how to interpret data listed on the site-specific Google sheet student test data. Prioritize students who have additional payment point data (EL Civics, Government/History, Citizenship Interview) for a CASAS posttest

Short-Term Outcomes (12 Months) *

By completing all components of the activity, 602 participants will have completed an EL Civics COAPP or course.

Intermediate Outcomes (1-3 Years) *

By continuing to monitor and refine all components of the activity, 662 participants will have completed an EL Civics COAPP or course.

Long-Term Outcomes (3-5 Years) *

By continuing to monitor and refine all components of the activity, 729 participants will have completed an EL Civics COAPP or course.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Ryan Burke
Sara Garcia-Salgado

Activity Name *

Increase EFL Gains: ABE

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Sweetwater will increase the number of participants with an Educational Functioning Level Gain in ABE by training teachers to:

- 1) Utilize the CASAS score sheet
- 2) Monitor student gains
- 3) Run their own student gains reports

Short-Term Outcomes (12 Months) *

By completing all components of the activity, 169 participants will have obtained an EFL gain in ABE.

Intermediate Outcomes (1-3 Years) *

By continuing to monitor and refine all components of the activity, 204 participants will have obtained an EFL gain in ABE.

Long-Term Outcomes (3-5 Years) *

By continuing to monitor and refine all components of the activity, 225 participants will have obtained an EFL gain in ABE.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Ryan Burke
Sara Garcia-Salgado

Activity Name *

Increase EFL Gains: ASE

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Sweetwater will increase the number of participants with an Educational Functioning Level Gain in ASE by:

- 1) Providing teacher training to student gains reports, instructional hours, pre and post CASAS testing, and paired scores
- 2) Providing refresher training to assessment team
- 3) Conducting ongoing data checks by all stakeholders

Short-Term Outcomes (12 Months) *

By completing all components of the activity, 237 participants will have obtained an EFL gain in ASE.

Intermediate Outcomes (1-3 Years) *

By continuing to monitor and refine all components of the activity, 261 participants will have obtained an EFL gain in ASE.

Long-Term Outcomes (3-5 Years) *

By continuing to monitor and refine all components of the activity, 287 participants will have obtained an EFL gain in ASE.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

Name
Ryan Burke
Sara Garcia-Salgado

Activity Name *

Increase EFL Gains: ESL

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Sweetwater will increase the number of participants with an Educational Functioning Level Gain in ESL by training teachers and testing technicians on how to interpret data listed on the site specific Google sheet student test data. Students with additional payment point data (EL Civics, Government/History, Citizenship Interview) will be prioritized for a CASAS posttest.

Short-Term Outcomes (12 Months) *

By completing all components of the activity, 364 participants will have obtained an EFL gain in ESL.

Intermediate Outcomes (1-3 Years) *

By continuing to monitor and refine all components of the activity, 400 participants will have obtained an EFL gain in ESL.

Long-Term Outcomes (3-5 Years) *

By continuing to monitor and refine all components of the activity, 440 participants will have obtained an EFL gain in ESL.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)

Responsible person(s)

Name
Ryan Burke
Sara Garcia-Salgado

Activity Name *

Increase Transitions: ASE

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Sweetwater will increase the number of participants who transition to ASE by creating additional pathways to ASE by:

- 1) Offering enrollment in a HSD or HSE program for CTE students without a HSD or HSE.
- 2) Offering ESL students the option to enroll in HSE
- 2) Consolidating Advanced ABE and ASE Low where possible

Short-Term Outcomes (12 Months) *

By completing all components of the activity, 237 participants will have transitioned to ASE

Intermediate Outcomes (1-3 Years) *

By continuing to monitor and refine all components of the activity, 261 participants will have transitioned to ASE.

Long-Term Outcomes (3-5 Years) *

By continuing to monitor and refine all components of the activity, 287 participants will have transitioned to ASE.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- Transition: Participants with Transition to ASE (AE 500 - Overall)

Responsible person(s)

Name
Ryan Burke
Sara Garcia-Salgado

Activity Name *

Increase Transitions: Postsecondary Credit College

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Sweetwater will increase the number of participants who transition to postsecondary credit college by:

- 1) Working closely with consortium partners to identify steps required to concurrently enroll HSD/HSE students into credit college courses using SB554
- 2) Training adult education counselors on eligibility requirements for students to participate in Concurrent Enrollment (SB554)
- 3) Recruit students enrolled in HSD/HSE programs to take advantage of Concurrent Enrollment (SB554)
- 4) Collaborate with EOC counselors to facilitate the transition and enrollment of adult education students into community college

Short-Term Outcomes (12 Months) *

By completing the components of the activity, 82 participants will have transitioned to postsecondary credit college.

Intermediate Outcomes (1-3 Years) *

By continuing to monitor and refine all components of the activity, 90 participants will have transitioned to postsecondary credit college.

Long-Term Outcomes (3-5 Years) *

By continuing to monitor and refine all components of the activity, 99 participants will have transitioned to postsecondary credit college.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Ryan Burke
Sara Garcia-Salgado

Activity Name *

Consortium Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

The consortium will continue to fund a consortium level social media marketing campaign in an effort to recover enrollment losses in all program areas due to the pandemic. The marketing campaign is targeted to the consortium community of need, especially those with the following barriers: English Learners, low income, no high school diploma, and the unemployed. By utilizing social media ads, we are able to reach our target demographic in a more cost effective manner.

Short-Term Outcomes (12 Months) *

By continuing consortium marketing efforts, the number of adults served will recover to 2019-2020 levels, which is 9,285 adult served.

Intermediate Outcomes (1-3 Years) *

By continuing consortium marketing efforts, the number of adults served will remain steady at 2019-2020 levels, which is 9,285 adult served.

Long-Term Outcomes (3-5 Years) *

By continuing consortium marketing efforts, the number of adults served will remain steady at 2019-2020 levels, which is 9,285 adults served.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Crystal Robinson

Activity Name *

Curriculum

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Efforts to address this objective will be focused around expanding and updating the curricular offerings in noncredit to better align with employer/labor market demands, to address student skills development needs for short-term training leading to employment, and student preparation for transition to the credit program CTE pathways. Activities may include increasing number of CDCP certificate programs, exploration of MC3apprenticeship/pre-apprenticeship opportunities, incorporating contextualized learning into more courses/programs, creating program pathway maps, addressing special population needs.

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Short-Term Outcomes (12 Months) *

- Expend at least 85% of budget
- Retrieve enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels
- Begin process for curriculum development and approvals (a minimum 1 year process)

Intermediate Outcomes (1-3 Years) *

- Expend at least 85% of budget

Increase enrollments, participants, retention, completions/transitions by 10% over 2022-2023 levels.

Long-Term Outcomes (3-5 Years) *

- Expend at least 85% of budget

Increase enrollments, participants, retention, completions/transitions by 10% over 2023-2024 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Diane Edwards
Jennifer Lewis
Myesha Jackson

Activity Name *

Collaborative Efforts

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Efforts to address this objective will be focused on partnerships and collaborative efforts, data management and coding for more accurate inclusion in state and local dashboards, evaluating and improving marketing and outreach to better engage students “where they are” and mobile community efforts, and expansion of student services availability for noncredit CTE students.

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Short-Term Outcomes (12 Months) *

- Expend at least 85% of budget
- Retrieve enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels
- Begin process for curriculum development and approvals (a minimum 1 year process)

Intermediate Outcomes (1-3 Years) *

- Expend at least 85% of budget

Increase enrollments, participants , retention, completions/transitions by 10% over 2022-2023 levels.

Long-Term Out comes (3-5 Years) *

- Expend at least 85% of budget

Increase enrollments, participants , retention, completions/transitions by 10% over 2023-2024 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Diane Edwards
Jennifer Lewis
Myesha Jackson

Activity Name *

Coordination

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Efforts to address this objective will be focused around reviewing and reorganizing administrative/coordination roles connected to CAEP for efficiency and effectiveness , leveraging funds and efforts across district/regional/state initiatives and efforts (e.g. Strong Workforce, Perkins, Guided Pathways), prioritizing post-pandemic re-engagement and expansion of community partnership work, focused professional development activities for faculty and staff, and ensuring equity mindedness is embedded in all planning and implementation of CAEP efforts

Students enrolling in the college reflect the ethnic. cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The

CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Short-Term Outcomes (12 Months) *

- Expend at least 85% of budget
- Retrieve enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels
- Begin process for curriculum development and approvals (a minimum 1 year process)

Intermediate Outcomes (1-3 Years) *

- Expend at least 85% of budget

Increase enrollments, participants , retention, completions/transitions by 10% over 2022-2023 levels.

Long-Term Outcomes (3-5 Years) *

- Expend at least 85% of budget

Increase enrollments, participants , retention, completions/transitions by 10% over 2023-2024 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Diane Edwards
Jennifer Lewis
Myesha Jackson

Activity Name *

Curriculum

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Efforts to address this objective will be focused around expanding and updating the curricular offerings and support services in noncredit to better align with the college prep and transitions needs of students., and may include efforts related to: curriculum /CDCP development, program mapping and fields of study identification from AE to noncredit/credit in alignment with the college Guided Pathways model, increasing student education plan (SEP) development, addressing AB 705 issues within noncredit, piloting and tracking SB 554 with partner AE district, expanding career and college major exploration in noncredit, addressing needs of special population students.

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Short-Term Outcomes (12 Months) *

- Expend at least 85% of budget
- Retrieve enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels

Intermediate Outcomes (1-3 Years) *

- Expend at least 85% of budget
- Increase enrollments, participants, retention, completions/transitions by 10% over 2022-2023 levels.

Long-Term Outcomes (3-5 Years) *

- Expend at least 85% of budget
- Increase enrollments, participants, retention, completions/transitions by 10% over 2023-2024 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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 (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Diane Edwards
Jennifer Lewis
Myesha Jackson

Activity Name *

Collaborative Efforts

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

Efforts to address this objective will be focused around partnerships and collaborative efforts, data tracking and coding for more accurate inclusion in state and local dashboards, evaluating and improving marketing and outreach to better engage students “where they are” and in the community, expansion of transition services for noncredit students, leveraging funds and efforts across district/regional/state initiatives and efforts (e.g. AB 705, SB 554, Guided Pathways, SEAP), focused professional development activities for faculty and staff, and ensuring equity mindedness is embedded in all planning and implementation of local CAEP transition efforts.

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Short-Term Outcomes (12 Months) *

- Expend at least 85% of budget
- Retrieve enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels

Intermediate Outcomes (1-3 Years) *

- Expend at least 85% of budget
- Increase enrollments, participants, retention, completions/transitions by 10% over 2022-2023 levels.

Long-Term Outcomes (3-5 Years) *

- Expend at least 85% of budget
- Increase enrollments, participants, retention, completions/transitions by 10% over 2023-2024 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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 (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Diane Edwards
Jennifer Lewis
Myesha Jackson

Activity Name *

Coordination

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

Efforts to address this objective will be focused around reviewing and reorganizing administrative/coordination roles connected to CAEP for efficiency and effectiveness, leveraging funds and efforts across district/regional/state initiatives and efforts (e.g. Guided Pathways, Credit for Prior Learning (CPL)/Competency-based Education (CBE), Vision for Success, articulation and acceleration efforts), prioritizing post-pandemic re-engagement and expansion of community partnership work, focused professional development activities for faculty and staff, and ensuring equity mindedness is embedded in all planning and implementation of CAEP efforts

Students enrolling in the college reflect the ethnic, cultural, educational attainment and socio-economic demographics of the communities the college serves. Across credit and noncredit programs and services, individuals with potential barriers to success are represented, including English learners, long-term unemployed, low-income, and low-literacy individuals. The CAEP activities and efforts planned will support and enhance those already in place in the district to address the needs of special populations and reduce equity gaps and disproportionate impacts. Embedded in the CAEP plans are access to English language development (literacy, ESL and prep for college English), hard and soft-skills development relevant for the workforce and transition to the credit programs, access to low and no-cost courses and CDCP programs, and access to student services and supports.

Short-Term Outcomes (12 Months) *

- Expend at least 85% of budget
- Retrieve enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels

Intermediate Outcomes (1-3 Years) *

- Expend at least 85% of budget
- Increase enrollments, participants, retention, completions/transitions by 10% over 2022-2023 levels.

Long-Term Outcomes (3-5 Years) *

- Expend at least 85% of budget
- Increase enrollments, participants, retention, completions/transitions by 10% over 2023-2024 levels.

Proposed Completion Date

06/30/2025

Adult Ed Metrics and Student Barriers

- 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 (credit college) (AE 637 - Overall)

Responsible person(s)

Name
Diane Edwards
Jennifer Lewis
Myesha Jackson

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Coronado Unified	\$228,390	Certified
Southwestern CCD	\$752,260	Certified
Sweetwater Union High	\$15,371,461	Certified
Totals	\$16,352,111	3/3 Certified

Funds Evaluation *

The annual CAEP member allocations closely align with the original allocation percentages determined at the beginning of the first three year planning cycle, and are considered the baseline when discussing annual allocations in support of the CFAD. The consortium plans to continue this allocation process over the next three year cycle. Within Sweetwater Union High School District's allocation exists consortium level funding and includes shared expenses such as salaries/benefits of the Consortium Project Director and Administrative Assistant, shared professional development, and shared consortium activities. Fiscal agent admin funds are used to cover costs incurred by Sweetwater Union High School District to serve as the fiscal agent of the consortium, and are calculated at 5% of the shared consortium level budget. If a member other than Sweetwater Union High School District is identified to carry out a consortium-level activity, a one-time allocation amendment is generated and funded from the shared Consortium budget so that the member may carry out the said activity on behalf of the consortium. Since allocation amendments do not affect a member's baseline funding, allocation amendments are not considered in the following year's CFAD process.

Each member has a unique set of leveraged funds that are utilized to fund both their respective CAEP programs and services and any additional activities identified in the 3 year plan or annual plan. Combined leveraged funding sources include CALWORKS, Noncredit apportionment, Perkins, WIOA II, community college supportive services, other state grants, and in kind. Leveraged funding sources and amounts are reported by member in the annual Program Area Reporting tool in NOVA.

Certification

Coronado Unified - Member Representative

Dr. Megan Battle
 Director of Learning
megan.battle@coronadousd.net
 (619) 522-8900

Approved by Dr. Megan Battle

06/02/2022 03:18 PM PDT

Southwestern CCD - Member Representative

Minou Spradley

Vice President of Academic Affairs

mspradley@swccd.edu

(619) 482-6337

Approved by Minou Spradley

06/02/2022 02:59 PM PDT

Sweetwater Union High - Member Representative

Dr. Vernon Moore

Chief of Educational Equity and Support Services

vernon.moore@sweetwaterschools.org

(619) 691-5533

Approved by Dr. Vernon Moore

06/02/2022 02:54 PM PDT



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