

63 South Bay Adult Education Consortium/Southwestern

Plans & Goals

Executive Summary

Vision: The South Bay Adult Education Consortium/Southwestern is committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. 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. Accomplishments made during the prior Program Year include the following: 1) members delivered ongoing CAEP noncredit and adult education courses in the areas of ESL, Citizenship, ABE, ASE, and CTE to approximately 10,000 students, with Coronado serving 65 students in ESL and CTE, Southwestern College Continuing Education serving over 1,800 students in ESL and CTE, and Sweetwater serving over 8,100 students in ESL, Citizenship, ABE, ASE and CTE, 2) phase 1 of our consortium-wide Data and Transitions project completed with the development of procedures to transition Sweetwater Adult ASE students to Southwestern College using special admit status under SB554, and 3) expanded our partnership with Goodwill Industries of San Diego County to include opportunities for adult students to enter their paid training program. Sweetwater created a new Foundational Literacy program, hired Community Relations Facilitators to assist with outreach in the community, and started a partnership with Youth Access Group where students aged 18-24 are paid to attend adult school courses. Sweetwater's Disability and Access Resource Center (DARC) increased their impact more than 50% with direct services to over 260 students, which included 12 students identified with learning disabilities, 45 Spanish only students completing a personal development course, 152 students completing a learning modality inventory and 10 of 14 students passing at least one GED or HiSET test. Coronado offered their courses in both online and in person formats, collaborated with SUHSD and SWC to offer Child Growth and Development in spring 2022, and hosted both the Transition Coordinator position and marketing contract on behalf of the consortium. Southwestern College offered a summer Parent University, increased curriculum offerings and CDCP certificates including Optical Technician and VESL Allied Health, secured a noncredit tenure track counseling position, offered training to faculty on synchronous, asynchronous, and hybrid instruction, acquired a van to provide one stop student services, and hosted the data researcher position in support of the consortium Data and Transitions SB554 pilot project. The consortium's primary goals for the upcoming year are to: 1) continue to strive to equitably and inclusively meet the community of need by advertising and maximizing course offerings and student services, 2) continue to evaluate and revise current educational pathways to align better to student goals and community needs, and 3) find viable avenues to share data among members. The Data and Transitions teams will inform the Consortium how best to move forward with improving student transitions and data driven decision making. All planned allocations are aligned with the 3 year plan, in that they support the goals and strategies as described by all members during strategic planning.

Regional Planning Overview

Members utilized the data presented and collected at the consortium 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.

During strategic planning for our previous 3 year plan, all workgroups identified a common need to: 1) improve data sharing efforts and 2) provide transition services for all students. At the beginning of the 19-20 school year, we determined that the best course of action was to dedicate a research project to these two topics. We started Phase 1 of this project in 19-20, and are currently working on Phase 2. During that time, we have created a Transitions Team, a Data Team, and assigned a Transition Coordinator and Researcher, respectively, to lead both teams. Our pilot project included leading a cohort of special admit SB554 students from adult ed to Southwestern College. The first cohort of SB554 students will enroll at Southwestern college for

fall 2022. We expect the findings of this project to inform several aspects of how we will move forward with data sharing and transitioning of students from adult education to Southwestern College and the workforce.

The consortium and members recognize that students, staff, teacher, and faculty needs, as well as the local labor market, have significantly changed during the COVID-19 pandemic and the resulting economic fallout. The consortium and its members are committed to adapting curriculum, instruction, services, and professional development accordingly as we continue to adjust to our new reality. The consortium and members recognize that agency operations may still be in flux as we start the 2022-2023 academic year, and will all work toward navigating a successful transition back to in person operations. Members continue to utilize a variety of online platforms to deliver instruction (Canvas, Zoom, Microsoft Teams, and Google), and have continued to provide students, teachers, and faculty with devices and support needed to successfully deliver and receive instruction. SUHSD will commence a hyflex instructional delivery (with OWLs) for select courses starting fall 2022. Members have continued to provide professional development for teachers/faculty related to the delivery of online instruction, including DEFT (Distance Education Faculty Training) at SWC, and weekly teacher teams at SUHSD, while also participating in professional development around equity and inclusion. Members also provide increased technical assistance to students such as student onboarding videos at Southwestern and drop in times for students to ask technical questions at Sweetwater. Existing student supports and referrals in relation to food, employment, clothing, health, shelter, and public assistance continue to be available to Consortia students. The COVID-19 pandemic has also drastically changed California's budget outlook, resulting in the need for member allocations to be strategic and responsive to the changes in the economy and to the impacts on adult education programs and students. CAEP budgets will remain focused on maintaining the integrity of CAEP programs and services, and a commitment from members to utilize available data to inform programmatic changes.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

The number of participants per program area are as follows:

ABE - 631

ASE - 752

ESL - 1,436

AWD - 229

CTE - 1199

Workforce Reentry - 351

Pre Apprenticeship - 47

The figures 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, but not yet reaching the pre-pandemic level from 2019-2020. 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. Linking CAEP programs and services to those that need them remains the most urgent priority. 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 (CAEP AWD 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.

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

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 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.

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

We will monitor the following consortium metrics:

1) Number of adults served

- 2) Number of adults who are English language learners
- 3) Number of adults with low literacy skills
- 3) Number of adults with low incomes
- 4) Number of adults who are long term unemployed

Our three year plan indicates that our goal for 2022-23 is to return to pre-pandemic levels for each of these metrics, including:

9285 adults served

4949 English Learners

6764 Low Literacy

3930 Low Income

167 Long Term Unemployed

At the consortium level, we will continue a social media marketing campaign that will target these demographic groups. Each member has also identified their own activities to serve these populations.

Address Educational Needs

2022-23 Strategies

Strategy Name

SWCCD: Curriculum - Transition to Credit College

Activity that Applies to this Strategy

Curriculum

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 (credit college) (AE 637 - Overall)

Strategy Description

Year one will be focused around initiating work on 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 AB705 issues within noncredit, piloting and tracking SB554 with partner AE district, expanding career and college major exploration in noncredit, addressing needs of special population students. Short-term outcomes include expending at least 85% of the budget and retrieving enrollments, retention, completions/transitions to pre-pandemic (2019-2020) levels.

Strategy Name

SWCCD: Curriculum - Transition to CTE

Activity that Applies to this Strategy

Curriculum

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)

Strategy Description

Year one will be focused around initiating work on 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 the 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. Short term outcomes include expending at least 85% of budget, retrieving enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels, and beginning the process for curriculum development and approvals (a minimum 1 year process).

Strategy Name

Consortium Marketing

Activity that Applies to this Strategy

Consortium Marketing

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)
- Student Barriers: Low Literacy (AE 311 - Overall)

Strategy Description

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. Campaigns will focus on specific CTE programs with low enrollment, as well as all CAEP programs in general. By continuing consortium marketing efforts, the number of adults served will recover to 2019-2020 levels, which is 9,285 adults served.

Strategy Name

SUHSD: Increase EFL Gains in ASE

Activity that Applies to this Strategy

Increase EFL Gains: ASE

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

- 1) Providing teacher training on how to interpret CASAS Google Score Sheet, student gains reports, instructional hours, pre and post CASAS testing, and paired scores
- 2) Conducting ongoing data checks by all stakeholders. (Data Knights)
- 2) Providing refresher training to assessment team (testing techs)

Strategy Name

SUHSD: Increase EFL Gains in ESL

Activity that Applies to this Strategy

Increase EFL Gains: ESL

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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 CASAS Score sheet student test data. Students with additional payment point data (EL Civics, Government/History, Citizenship Interview) will be prioritized for a CASAS posttest. By completing all components of the activity, 364 participants will have obtained an EFL gain in ESL.

Strategy Name

SUHSD: Complete an EL Civics COAPP

Activity that Applies to this Strategy

Complete an EL Civics COAPP

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)

Strategy Description

Sweetwater will increase the number of participants who complete an 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

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

Strategy Name

SUHSD: Increase EFL Gains in ABE

Activity that Applies to this Strategy

Increase EFL Gains: ABE

Metrics that Apply to this Activity/Strategy

- 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)

Strategy Description

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

- 1) Provide teacher training on how to interpret CASAS Google Score Sheet, student gains reports, instructional hours, pre and post CASAS testing, and paired scores
- 2) Monitor student gains
- 3) Run their own student gains report

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

Strategy Name

CUSD: Adjust class dates

Activity that Applies to this Strategy

Adjust class dates

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Coronado plans to adjust class dates (decrease the length of time, and where appropriate add a second class during the semester) in hopes of having a larger percentage of students complete their ESL course. By adjusting class dates to maximize student completion of their ESL course, the number of adults who become participants will be 123.

Improve Integration of Services & Transitions**2022-23 Strategies****Strategy Name**

CUSD: Add IET support to CTE programs

Activity that Applies to this Strategy

Add IET support

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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

Strategy Name

SUHSD: Increase the number of participants who transition to credit college

Activity that Applies to this Strategy

Increase Transitions: Postsecondary Credit College

Metrics that Apply to this Activity/Strategy

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

Strategy Description

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, including those not eligible for SB554.

By completing the components of the activity, 82 participants will have transitioned to postsecondary credit college via SB554 and various other means of transition to credit college identified by counselors, EOC counselors, and consortium partners.

Strategy Name

SWCCD: Collaborative Efforts - CTE

Activity that Applies to this Strategy

Collaborative Efforts

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)

Strategy Description

Year one will be focused on initiating work 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. Outcomes include expending at least 85% of the budget, retrieving enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels, and beginning the process for curriculum development and approvals (a minimum 1 year process).

Strategy Name

SWCCD: Coordination - CTE

Activity that Applies to this Strategy

Coordination

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)

Strategy Description

Year one will be focused around initiating work on 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. Outcomes include expending at least 85% of the budget, retrieving enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels, and beginning the process for curriculum development and approvals (a minimum 1 year process).

Strategy Name

SWCCD: Collaborative Efforts - Credit College

Activity that Applies to this Strategy

Collaborative Efforts

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 (credit college) (AE 637 - Overall)

Strategy Description

Year one will be focused around initiating work on 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. AB705, SB554, 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. Outcomes include expending at least 85% of the budget and retrieving enrollments, participants, retention, completions/transitions to pre-pandemic (2019-2020) levels.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

CUSD: Move from paper based CASAS testing to eTesting

Activity that Applies to this Strategy

Move from paper based CASAS testing to eTesting

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Coronado is moving from paper-based CASAS testing to CASAS e-testing. 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. Professional development for staff and teachers on CASAS e-testing will be included. By improving the accuracy of record keeping, the number of participants with Educational Functioning Levels Gains in ESL will increase to 4.

Strategy Name

CUSD: Develop mid-term and end of class surveys

Activity that Applies to this Strategy

Mid-term and end of class surveys

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Coronado will develop and implement a mid-term and end of class survey to gather more student feedback about the course and curriculum. We expect this will allow us to make appropriate adjustments to help increase student success. By incorporating student feedback survey results into future programming decisions, the number of adults who become participants will increase to 123.

Strategy Name

SUHSD: Develop procedures to identify ESL and CTE students for transition to ASE

Activity that Applies to this Strategy

Increase Transitions: ASE

Metrics that Apply to this Activity/Strategy

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

Strategy Description

SUHSD will develop and implement procedures to identify ESL and CTE students in need of a HSD or equivalency, and create a path to enrollment for those students in the ASE program.

1. ESL Proctors will inquire if students have a HSD/HSE during the orientation process. If they do not, then
2. Instruct office staff, counselors and CTE teachers to ask if students have a HSD/HSE and if they do not,
3. When CTE courses are closed and a student is unable to enroll at the time, students should be asked if

By developing and implementing these new procedures, 237 participants will transition to ASE.

Strategy Name

SWCCD: Improved coordination for efficiency and effectiveness - credit college

Activity that Applies to this Strategy

Coordination

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 (credit college) (AE 637 - Overall)

Strategy Description

Year one will be focused around initiating work on 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.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

The 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 during the 22-23 program year and the remainder of the 3 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 including consortium marketing efforts. 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.

Members select activities from the annual plan that pertain to their programs and services when building their member budget and workplan; consortium activities are selected by all members.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23. Remaining carry-over funds from prior year(s) are incorporated into member and consortium budgets for 2022-23. Ongoing costs are budgeted with current year funding, while one-time and/or large purchases are budgeted with carry-over funds.

Certification

Coronado Unified - Member Representative

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Approved by Dr. Megan Battle

09/08/2022 03:28 PM PDT

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09/14/2022 12:11 PM PDT

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