

**63 South Bay Adult Education Consortium/Southwestern**

CONSORTIUM APPROVED

2024-25

**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 equitable access to educational services that will equip them to acquire English skills for community engagement, workforce, and academic preparation. Additionally, programs offered will prepare them for citizenship attainment, completion of a high school diploma or equivalency, gaining skills for certifications in local industry high-demand jobs, and/or transition to postsecondary institutions and/or the workforce.

Sweetwater Union High School District obtained articulation of all their medical courses with Southwestern College (SWC) ensuring alignment with industry standards and preparing students for successful careers in healthcare. Additional SUHSD achievements were adopting the Foundational Literacy curriculum, Integrating HyFlex/Technology professional development for teachers yearlong, increasing the number of Gallup Strengths trainers, obtaining board approval to start Entrepreneurship 101, Fast Cake Decorating, Savory Pathway to include four modules; Pizzas, Salads, Pastas, and Dressings, Framing and Drywall, Electrical and Plumbing, and Painting and Flooring as new courses, improving the IET and VABE courses, adding Certipoint Exams to existing test center, receiving the ELL Healthcare Pathways Grant, hiring a transition program manager, culinary instructor, advanced manufacturing instructor, healthcare pathways resource teacher and two CNA instructors, providing 1,200 GED Ready vouchers and over 500 in-person GED test vouchers, increasing outreach events by 25%, hosting a CTE industry advisory, creating a Community Board Padlet for students to gain access to job opportunities, food, and housing resources, providing a food pantry and toiletries for students in need, presenting in various conferences sharing best practices, and participating in the Annual Gingerbread competition, Goodwill workshops, and Drone/Soccer Conference Competition.

Southwestern College established a partnership with Chula Vista Elementary School District to deliver CAEP programs for parents and other community members at CVESD community schools, developed noncredit HSE courses, business development courses and noncredit courses to support both SWC and SUHSD Adult Ed CNA programs, finalized a plan to pilot noncredit progress indicators in ESL for Fall 2024, purchased additional class sets of ESL texts to support the growing increase in ESL sections, hosted SUHSD adult school students to tour and learn about each SWC campus and programs, published combined summer/fall schedule of Continuing Education courses, completed a pilot of CNA VESL and moved to full implementation, developed and printed postcards for outreach purposes, increased noncredit presence at outreach events, increased noncredit registration workshops at extension sites, began the process of updating the Continuing Education website, and began the process of updating and streamlining the noncredit application.

Coronado Adult Education moved from in-person CASAS testing to a remote testing format to support the out-of-region students, hired a new Teacher, and continued to offer work skills training (RBT, Child Development, Instructional Assistant, and Behavior & Health Support Specialist.)

The consortium increased the number of SB554 students who transition to Southwestern College and increased the number of field trips to Southwestern College including all three higher education centers; an average of approximately 150 students attended each field trip. In addition, the consortium established a schedule for a noncredit SWC counselor to rotate to all four SUHSD adult schools to support students' transition to SWC and support Pathway alignment and participation in the regional effort to launch the Program Finder tool with adult schools and noncredit CTE program

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 2) maximize course offerings and student services, 3) continue to evaluate and revise current educational pathways to align better to student goals and community needs, 4) find viable avenues to share data among members, and 5) ensure that facilities are equipped with programs and services to meet the needs of the adult

education students. 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 2022 summit to assist in forming their member metrics and activities. The consortium-level metrics and student barriers relied on the same data sets. 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, and 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 available in NOVA, recognizing that as the most recent dataset before the pandemic.

During strategic planning for our previous three-year plan, all work-groups identified a common need to: 1) improve data-sharing efforts and 2) provide transition services for all students. At the beginning of the 2019-2020 academic year, we determined that the best course of action would be to dedicate a research project to these two topics. We started Phase 1 of this project in 2019-2020 and completed the project in 2022-2023. Our pilot project included leading a cohort of concurrent enrollment SB554 students from adult ed to Southwestern College. The first cohort of concurrent enrollment SB554 students enrolled at Southwestern College for fall 2022 with three students. The second cohort enrolled at Southwestern College for spring 2023 with fifteen students. The latest cohorts for Fall 2023 and Spring 2024 had 29 students. The findings of this project will 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 its members are committed to adapting curriculum, instruction, services, and professional development accordingly as we continue collaborating in this partnership. The consortium is now providing more opportunities for students to transition to SWC. This year, four field trips were organized, which resulted in the largest turnout so far and we will continue this practice next year. In addition, a Southwestern college counselor was assigned to visit all four adult schools to provide college enrollment assistance, create an educational plan, and support students in their transition as necessary. Also, Southwestern College provided an Enrollment Success Specialist to guide students in the registration CCC Apply process. Members continue to utilize a variety of on-line platforms to deliver instructions (Canvas, Zoom, Microsoft Teams, and Google) and continue to provide students, teachers, and faculty with the devices and support needed to deliver and receive instruction successfully. SUHSD completed a one-year training on Hyflex for teachers and will continue a Hyflex instructional delivery (with OWLs) for select courses in 2024-25. Members have continued to provide professional development for teachers/faculty related to the delivery of online instruction, including Distance Education Faculty Training (DEFT) at SWC, and weekly teacher teams at SUHSD, while also participating in professional development around instructional delivery models using technology. SUHSD continues to offer all-day PD for classified staff quarterly to ensure they are equipped to provide students with a helpful experience to make objective decisions. Additionally, members provide increased technical assistance to students such as student on-boarding videos at SWC and designated times for students to receive technical support at SUHSD. Existing student support and referrals concerning food, employment, clothing, health, shelter, and public assistance continue to be available to consortia 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. The consortium and members recognize that agency operations may still be in flux during the 2024-2025 academic year due to various organizational and leadership changes, and we will continue to support each other in navigating a successful year. Lastly, during this last year of the three year plan our consortium will engage in strategic planning for the next three year plan.

## **Meeting Regional Needs**

### **Regional Need #1**

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

The number of participants per program area is as follows:

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

According to the most recent data available, 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

ABE: 1,366

ASE: . 1,180

CTE: 2,044

Adults with Disabilities: 84

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

ESL: 1,427

ABE: 631

ASE: 752

CTE: 1,590

Adults with Disabilities: 229

In 2021-2022, our consortium served 7,180 adults, including 4,875 participants in the following program areas:

ESL: 3,032

ABE: 1,563

ASE: 1,326

CTE: 1,698

Adults with Disabilities: 160

In 2022-2023, our consortium served 8,995 participants in the following program areas:

ESL: 3,541

ABE: 1,947

CTE: 1,914

Adults with Disabilities: 108

We continue to recover enrollment, since the COVID enrollment drop, and the fact remains that all program areas should maximize course offerings to better serve the large community of need. However, adequate transportation and childcare continue to be common challenges shared among students. Our consortium is committed to offering a mix of in-person, online, and hybrid options 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.

#### **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
- 4) Number of adults with low income
- 5) Number of adults who are long-term unemployed

Our three-year plan indicates that our goal for 2022-23, 2023-24, and 2024-25 is to return to pre-pandemic levels for each of these metrics, including:

9,285 adults served

4,949 English Learners

6,764 Low Literacy

3,930 Low Income

167 Long Term Unemployed

Data from 2022-2023 indicates that we met our target. Our goal for 2023-2024 and 2024-25 is to maintain the prepandemic level. Each member has identified their own activities to serve these populations.

## **Address Educational Needs**

### **2024-25 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)

#### **Strategy Description**

Year three 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 transition 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. New no credit mirrored courses launched this year, including Acute Care CNA and Landscape Technology, where students take the noncredit version of credit classes. Expansion of various mirrored classes is planned during 24-25

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### 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 Education Functioning Level Gain in ASE by:

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

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### 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

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### 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 Gains in ABE by training teachers to:

- 1) Provide teacher training on how to interpret CASAS Google Score Sheet, student gains report, 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

## Improve Integration of Services & Transitions

### 2024-25 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) and Child Development 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 improve the enrollment process for Concurrent Enrollment (SB554) students
- 2) Continuing to recruit students to take advantage of SB554 by sending emails to all eligible students, giving presentations, emailing a video of the presentation to any interested student, posting flyers in the offices and classrooms, and by teachers and counselors speaking to students individually
- 3) Continuing to collaborate with EOC counselors to ensure that students who are not eligible for SB554 are receiving EOC transition services

By completing the components of the activity, 40 participants will have transitioned to postsecondary credit college via SB554 and various other means of transition to credit college identified by counselors, EOC coordinators, and consortium partners.

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### 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 three will be focused on finalizing 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).

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### 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 three will be focused on finalizing 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).

## Improve Effectiveness of Services

### 2024-25 Strategies

#### 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 and implement 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 students will be encouraged to include ASE completion, as needed, during goal-setting activities.
2. Instruct office staff, counselors and CTE teachers to ask if students have a HSD/HSE and if they do not, strongly encourage them to co-enroll into the ASE program area as many employers will require a high school diploma for employment.
3. When CTE courses are closed and a student is unable to enroll at the time, students should be asked if they have a HSD/HSE and if they do not, they may begin working on that while they wait for CTE registration.

**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 (CTE) (AE 636 - Overall)

**Strategy Description**

Year three will be focused on leveraging funds and efforts across district/regional/state initiatives 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 2024-2025 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 2024-25.**

Remaining carry-over funds from prior year(s) are incorporated into member and consortium budgets for 2024-25. Ongoing costs are budgeted with current year funding, while one-time and/or large purchases are budgeted with carry-over funds. Our

consortium intends to review and approve capital outlay expenses in order to ensure that facilities are equipped with programs and services to meet the needs of adult education students.

## Certification

### Coronado Unified - Member Representative

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Approved by Dr. Megan Battle

08/14/2024 01:41 PM PDT

### Southwestern CCD - Member Representative

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08/14/2024 04:45 PM PDT

### Sweetwater Union High - Member Representative

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08/15/2024 12:43 PM PDT



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