48 San Diego Adult Education Regional Consortium

2023-24

Annual Plan Template

Plans & Goals

Guidance

The annual plan and the outlined strategies/activities will be based on the consortium's 2022-25 three-year plan. The Plans and Goals section will include an executive summary, a regional planning overview, and a description on how the annual plan will meet the identified regional needs.

Executive Summary *

Please provide an Executive Summary of your consortium's implementation plan for the **2023-24** Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. **This executive summary will be used in the consortium snapshot for the California Legislature.**

The San Diego Adult Education Regional Consortium (SDAERC) is composed of two member agencies: the San Diego Community College District's (SDCCD) College of Continuing Education (SDCCE) and the San Diego Unified School District (SDUSD) Adult Education Program (SDAE). Member agencies through the Consortium serve the central San Diego region, including the City of San Diego municipality for the Consortium Region 48.

The Vision of the SDAERC is to: "Maintain a cohesive partnership to develop pathways which support adult learners, including under-represented and low-income populations living in the City of San Diego, to achieve their basic educational skills and credentials as well as academic and occupational goals, through a supportive and guided student-centered approach, that leads to career and college transitions and fosters the ability to be economically self-sufficient."

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

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

SDAERC Member Agencies do not currently provide the following two CAEP Program Areas 1) apportionment generating CAEP pre-apprenticeship programming or 2) standalone non-CTE courses to support K-12 success parent education standalone courses. As these were transitioned to CTE Child Development.

Additionally, exploration is needed to determine how and to what extent ABE courses that support foundation skills for CTE success and low-level ABE programming will continue to be offered by both member agencies for low-level learners that test at ABE EFL levels of 4 or lower.

The history of collaboration between member agencies is longstanding prior to CAEP and was formalized in 1979 through a Delineation of Function Agreement as a result of AB 1821 (Montoya) signed in 1975 related to Chapter 1, Article 2, Section 8020 Part 6, Division 1, Title 1 of Ed Code. This required a delineation of function agreement for Adult Education "to eliminate duplication of courses." This agreement has existed for over forty yearsand has delineated the instructional offerings primarily based on the age range of the populations of learners and when they left the K-12 system without completing comprehensive High School. The SDAERC will absorb the functions of the JECC in PY 23/24 to form a subcommittee which will recommend program agreements concerning specific Secondary Education course offerings (Joint HSD) to avoid unnecessary duplication of services.

Characters : 3587/5000

Regional Planning Overview *

Provide an overview of how the consortium will implement the three-year plan.

The last year has included extensive leadership and structural changes for SDCCE as a member agency. The SDAERC is managed by the SDAERC Consortium Director who has focuses on the collaborations between member agencies and community partners and shared constituency meetings with SDCCE and SDAE and the SDICCA Region. This includes instructors, counselors, and managers. The purpose is to open lines of communication and collaboration in regard to revising with clarity the purpose of CAEP funding, soliciting feedback, and opening the lines of dialogue for questions regarding the Consortium's past and current three-year plan's goals and activities. This feedback led to the development and refining of the current year's strategies.

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

In the area of Data Tracking between member agencies, gaps were identified and given a "D" grade mainly due to the inability to have a system and processes set up to have a straightforward and data-informed "tracking and referral process" between SDUSD and SDCCE.

In the areas of Digital Equity and Inclusion, gaps in addressing needs were emphasized. Feedback suggested that although numerous professional development training opportunities are available for staff and faculty to foster personal growth, there is a lack of adequate focus on student-oriented efforts. This is a concern, as it is believed to have significant repercussions on student enrollment, orientation, onboarding processes, and retention rates.

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

The Consortium Effectiveness Survey, developed in collaboration with the SDAERC Director and the SDCCE Planning and Research and Institutional Effectiveness (PRIE) Department, was conducted in the summer of 2023. This survey, which used a tool with slight revisions, has been in use since 2019. The survey findings identified gaps in collaborative efforts and resource utilization.

Additionally, to inform the "Gaps and Services and Regional Need" analysis, tools from both agencies' WIOA II AEFLA Continuous Improvement Plan (CIP) Goals were employed.

There was widespread agreement that the COVID-19 pandemic introduced numerous layers of challenges, placing the two member agencies into a mode focused on overall survival. This made keeping students, instructors, and employees engaged and adaptable to the changing landscape difficult. Additionally, the various demands and changes from institutional leadership, coupled with the intensive internal processes at SDCCE, contributed to a continuously evolving environment at both institutions.

Characters : 3440/5000

Meeting Regional Needs

In this section, the consortium will identify and describe the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered.

Identify and describe the following:

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1 ⌄

Description of Gaps in Service or Regional Needs *

Refining the Consortium's Focus on CAEP Accountability, Effectiveness, and Collaboration: Through ongoing dialogues among member agencies and informed by the annual Consortium Effectiveness Survey, a continued need has been identified to realign the consortium's focus on CAEP-related accountability, effectiveness, and collaboration. This aligns with the overarching objectives of both SDAERC and CAEP.

Characters : 406/5000

Description of How the Gaps Were Identified *

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

The discovery of gaps in service and regional needs stemmed from a multifaceted analysis. First, the Consortium Effectiveness Survey, updated and administered in Summer 2023, was crafted by the CAEP Director with support from the SDCCE Planning and Research and Institutional Effectiveness (PRIE) Department. This survey was key in pinpointing collaboration and resource use gaps essential for consortium enhancements.

Member agency PLC meetings, held over several sessions, served as a direct channel for educators and administrators to identify areas for improvement by interacting with program and service implementation.

The CAEP Director's consultations with colleagues focused on reviewing Three-Year Plan objectives, assessing progress on established goals, and identifying new project needs.

Furthermore, an independent analysis of the progress on the Three-Year Plan objectives helped confirm existing gaps and unearth new ones that have arisen over time.

A notable example within this scope is collaboration in instructional programs. Stakeholders from the Joint HSD Program, a common CAEP Instructional program, voiced specific concerns. Representatives from SDAS highlighted the valuable nature of joint teacher-to-faculty meetings between agencies. However, these meetings had unfortunately ceased. Feedback from constituents overwhelmingly indicated that resuming these inter-agency meetings would be highly beneficial for fostering collaboration and improving program outcomes.

Characters : 1493/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Effectiveness will be measured through staffing support, enhanced communication, and governance integration.

Staffing will focus on administrative, planning, fiscal management, and reporting tasks. Effectiveness will be assessed by the timeliness and accuracy of reports and the success of initiatives.

Enhanced CAEP communication will involve additional Road Shows and presentations to share the Three-year Plan with SDCCE's internal constituencies and member and partner agencies. Effectiveness will be measured by attendance, engagement, and subsequent actions taken.

Governance integration will incorporate CAEP planning and outcomes tracking into SDCCE governance structures and regional partner agencies. Effectiveness will be evaluated by the regularity of CAEP-related discussions in governance meetings and the clarity of tracking reports.

Characters : 849/5000

Regional Need #2

Description of Gaps in Service or Regional Needs *

Onboarding: Addressing the onboarding gaps at SDCCE has emerged as a critical issue over the past two years, affecting potential adult students who struggle to access support in this noncredit institution.

Characters : 208/5000

Description of How the Gaps Were Identified *

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

This may be an issue of communication and clarifying processes and roles, particularly with regard to the needs of different constituencies of students and the onboarding aspects of the various noncredit programs as well as ease of access. A significant need has been identified to streamline the website, making it easier for students and potential students to navigate. Challenges have been identified through partnership feedback, internal constituency feedback, and the (SEMP) Enrollment Management Planning process. The findings revealed that many learners were unaware of offerings or how to access them. Notably, SDCCE Student Onboarding SEMP Taskforce #1 is a unique task force

focusing on a critical area of service gaps that affect enrollment into CAEP courses. These gaps have been exacerbated by the COVID pandemic environment and the consequent drastic reduction in student enrollments.

Characters : 900/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Efforts to address these gaps will involve clarifying communication processes and roles, particularly considering the unique needs of different student groups and ease of access to noncredit programs. A high priority is placed on expediting improvements to the website to enhance user-friendliness for students and potential students.

The refined enrollment and onboarding process will encompass the full continuum of SDCCE onboarding: orientation, application, assessment, intake form, education planning, and progression to actual enrollment in academic courses. These new processes, developed with input from Vice Presidents, Managers, Leads, and SEMP task force members, aim to enhance student access, retention, and success.

Characters : 732/5000

Regional Need #3 ⌄

Description of Gaps in Service or Regional Needs *

Transitions: The aim is to increase and systematize student-centered transitional pathways, enhancing and expanding supports and practices that lead to careers and college in noncredit and credit formats.

Characters : 206/5000

Description of How the Gaps Were Identified *

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

An SDCCE SEMP task force was formed within one member agency to develop ideas for redesigning transitions. These gaps were also identified through the agencies' WIOA II AEFLA Continuous Improvement Plan (CIP).

Characters : 211/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Building the infrastructure for seamless transitions between and within member agencies is an ongoing priority. Pilot models are continuously evaluated and refined to determine scalability. Top priorities include establishing educational and career planning at the outset of the student journey.

Effectiveness measurements will encompass services and student support activities that are designed to facilitate these transitions. These supports include marketing, outreach, communication, counseling, employment services, credit enrollment incentives like promise scholarships, and "credit by exam" promotions. Collaboration with national support agencies and efforts for noncredit-to-credit alignment will also play a crucial role.

The strategy will target specific student populations based on data of current and potential adult learners in the region, such as SDUSD AE and comprehensive K-12 high school graduates, as well as current noncredit learners moving from ABE/ASE/ESL to Non-credit-CTE and for-credit college.

Community partnerships will be a focal point, especially with public and nonprofit sectors that serve and advocate for the region's unique populations of adult learners.

Regional Need #4

Description of Gaps in Service or Regional Needs *

The consortium has identified a persistent gap in data tracking and analysis between member agencies. There is a notable absence of a consistent methodology for data sharing, collection, reporting, and analysis of students between member and partner agencies. This includes critical data points related to access, retention, and completion, which have been ongoing issues. Notably, agencies have highlighted the need to identify which SDUSD and SDAE students are transitioning to SDCCE and to track those who may have disengaged from CAEP programming since the transition to online learning due to COVID.

Characters : 605/5000

Description of How the Gaps Were Identified *

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

Gaps in data tracking between member agencies were recognized through CAEP Road Show events and the SEMP Taskforce. Specific gaps related to member agencies stem from the absence of a clear, data-informed tracking and referral process between SDAE and SDCCE.

Characters : 259/5000

Description of How Effectiveness Will Be Measured *

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

An actionable research agenda will be developed, involving input from all CAEP instructional programs. This agenda will guide analysis leading to action planning aimed at enhancing the accountability and effectiveness of CAEP programming.

Alignment will be sought between PRIE and other regional data, research, and analysis with CAEP three-year and annual plans and finalized plans and activities for SEMP Taskforce groups. Key goals include building and sustaining a data infrastructure that supports enrollment management, DEI, student outcomes, and other consortium priorities.

Institutional effectiveness activities will be coordinated for SDCCE self-reflection and planning, which includes integrated planning. Resources and training will be provided to SDCCE employees to enhance institutional effectiveness.

Surveys and research will focus on the needs of key adult learner groups, with data being utilized to identify and implement strategies for boosting student engagement, participation, and completion.

CTE and ABE/ASE/ESL programs will be supported with data analysis related to transition strategies and activities, encouraging regular information sharing, dialogue, and analysis.

CAEP instructional programs, inclusive of those from member organizations, will collaborate with PRIE to offer professional development opportunities that convert data into actionable insights to enhance student outcomes across all CAEP instructional programs.

Exploration will be undertaken into using Tops Pro Enterprise as a consortium and SDCCE as an institution for WIOA II programs to complement PRIE data and research and required MIS data collection.

There is a marked need to actively seek student feedback to shape programs, and due to the unique position of the region, there is an identified necessity to understand the factors affecting binational students in adult noncredit education.

A continuous goal, extending from the last three-year CAEP plan, is the enhancement of data-driven decision-making for CAEP instructional programs and projects. This will be concentrated on CAEP instruction program data, analysis, and research that drives action and supports the achievement of CAEP Three-year plan outcomes, with a particular emphasis on tracking student outcomes and fostering institutional-level professional development. Develop a research agenda with input and the specific lens of all CAEP instructional programs. Data and research will include analysis which leads to action planning, helping to improve accountability and effectiveness of CAEP programming.

Characters : 2579/5000

Address Educational Needs

2023-24 Strategies

Strategy Name *

Increase ASE Enrollment and Efficiency for HSDP and HSEP

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

High School Equivalency Programs ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

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

Student Barriers: Low Income (AE 310 - Overall)   Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Expand and Improve Adult Secondary Education programming. This includes both High School Diploma through the Joint High School Diploma program as well as High School Equivalency Program (HSEP) offerings. Both member agencies offer both of these ASE programs.

Additionally, both agencies will work to improve the HSEP's ability to respond to community needs and achieve certification outcomes. Developing new ways for instructors to offer and be supported for HSE Instruction through developing revised courses and materials for English and Spanish HSEP. Attending and hosting Professional Development trainings focused on HSEP and HSDP that support this population of learners. This may include State CDE trainings such as the annual HSEP and well as other Professional Development opportunities that support offering best practice models.

Review and assess data on HSEP and HSDP course offerings, including enrollment compared to need, rates of and timeframes for program completions, and attainment of diplomas and equivalency certificates. This may entail conducting research projects for both HSEP and the Joint HSD offered by both member agencies.

To align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, revise new online ASE orientations as well as marking and outreach supports to reach this population and increase enrollments. This may also include "inreach" with CTE students without a secondary school degree.

Based on the revisions for SDAERC bylaws, re-establish the ASE workgroup, formerly known as the JECC, to share and collaborate on the only joint CAEP programming offered by both member agencies. This may also include a revision to the Joint HSD credit requirements including the addition of all CTE courses for the Joint HSD college credit requirement.

Continue Testing Center operations and assess based on the needs of student population and completion outcome data. SDCCE will continue Testing Center operations and assess based on needs of student population and completion outcome data, including geographic needs of students served. HSEP Testing Center Operations – assess use and schedule needs

Purchase and use of educational software: Edmentum – Essential Education HISET and Beeable – literacy – skills buildable. Purchase and use of supplies for Credit college class for joint HSD – OER/ZTC – SDUSD uses ASB Account

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

Characters : 2595/5000

Strategy Name *

Digital Equity and Literacy Supports and Partnerships

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Digital Equity and Inclusion ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Student Barriers: Low Income (AE 310 - Overall)   Student Barriers: Low Literacy (AE 311 - Overall)

Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)   Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

Transition: Participants with Transition to ASE (AE 500 - Overall)   Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Ensure all regional adult learners, before and after enrollment, will be prepared, equipped, and skilled to engage in Adult Education programming and post-enrollment success. Implement aspects of a Digital Equity and Inclusion work plan, including elements such as 1) Data, 2) Assessment of needs as part of onboarding for pre-course placements, 3) Digital learning platforms, 4) Mapping of existing and development of cross-program digital learning for apportionment courses and/or workshops (non-apportionment), 5) Develop a plan for campus facilities space for learning and tutoring centers, 6) Exploring the development of tutoring models, 7) Technology Access Project (TAP), 8) Digital navigator model and WBL models, 9) Community partnerships, and 10) policy and advocacy. Develop and incorporate new Digital Equity outcomes into plans. Align and integrate Digital Equity and Inclusion activities for SEMP Taskforce #1: Onboarding and SEMP Taskforce #2: Marketing/Outreach and SEMP Taskforce #4 Transitions and the Student Journey.

Continue to foster partnerships with the City of San Diego, SANDAG, Computers to Kids, and SD Futures Foundation for digital equity supports.

Characters : 1184/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Career Pathways & IET ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

All: Adults who Became Participants (AE 202 - Overall)   Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Low Income (AE 310 - Overall)

Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)   Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

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

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

Continuation of Family Literacy Project through community partnerships and marketing of program with SDUSD and collaborations with SDUSD English Language Acquisition (ELA) team.

Characters : 1256/5000

Strategy Name *

Develop Further Healthcare Pathways with a Focus on Workforce Diversification

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

New and Updated Courses and Certificates   ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

⠀   ▼

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Low Income (AE 310 - Overall)

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

Characters : 978/5000

Strategy Name *

Explore Pre-Apprenticeship Pathways Development

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

New and Updated Courses and Certificates ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Low Income (AE 310 - Overall)

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

Characters : 955/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Instructional Materials Equipment ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

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

Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

For new and existing CAEP Instructional Programs focus on up-to-date instructional supplies, materials, and equipment. This will include maintenance of equipment, as well as supplies and equipment to support instruction, including consumable items needed for students, including those with financial need. Additionally, this may include site improvements, with Consortium and State approval, along with upgrades to classroom equipment to be aligned with Distance Education (DE) or other modalities aligned with the latest industry skills and any new Course Outline of Records (COR).

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

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

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

Characters : 1793/5000

Improve Integration of Services & Transitions

Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (§84906)

2023-24 Strategies

Strategy Name *

Increase Transition Supports for SDUSD Adult School and Other Populations

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Consortium Partner Agency Transitions ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

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

Student Barriers: Low Income (AE 310 - Overall)   Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)   Transition: Participants with Transition to ASE (AE 500 - Overall)

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Efforts to focus on the transitions between member agencies and community partner organizations serving adult learner populations. This will include a focus on younger adult learners, as detailed in the Shared Population Chart of SDAERC Three-Year Plan. From SDUSD, this includes

Adult School students and alumni, students who may have departed the K-12 System without an HSD, and TRACE students who experience a disability.

This project will focus on creating a system for "warm handoffs" and referrals to understand all options for adult secondary school completion and supports to re-engage in school. Additionally, this project will include efforts that lead to enrollment in the career pathway of choice through noncredit CTE programming, credit college transition, and employment. This may include hiring outreach and/or other student services personnel, creating a transition team in collaboration with member agencies and community partners, and refinement and development of written policies, procedures, and communications. Additional project tasks will include expanding on a collaborative pilot to support aging out English Language Acquisition (ELA) students, creation of workshops, regular information and enrollment sessions, new curriculum, regular academic advising, outreach and onboarding supports, increase timeliness and efficiency of transcript review processes, and enrollment in WIOA I wrap-around supports such as Gateway to College and Apprenticeship Readiness Program at the SDCCE Foundation.

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

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

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

Characters : 2374/5000

Strategy Name *

Strengthen Partnership with Local Workforce Development Board (SDWP)

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

SDWP/LWDB Collaborations ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Long Term Unemployed (AE 309 - Overall)

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

Characters : 1297/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Current Student Transitions: Foundational AE ▾

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▾

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Low Income (AE 310 - Overall)

Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)   Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

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

There will also be more opportunities for collaborative student support between instructional faculty and counseling, including Classified employees, so that all personnel are knowledgeable and can actively support transitions to noncredit CTE. The SDAERC Three-Year Plan referred to SEMP Taskforce #4 Transitions and the Student Journey, including those to increase connections and systemic processes between Member Agencies, Community Partners, and internal CAEP Instructional program student transitions.

Characters : 1949/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Outreach Services & Transition Navigators ▾

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▾

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Low Income (AE 310 - Overall)

Transition: Participants with Transition to ASE (AE 500 - Overall)   Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Create and enhance recruitment and outreach efforts within and between member agency institutions. Expand outreach to current and prospective adult learner communities through increasing access to and awareness of CAEP instructional programs, opportunities leading to career employment, and/or other transitional pathways.

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

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

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

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

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

Characters : 2261/5000

Strategy Name *

Innovate and Develop an Annual Marketing Plan

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Targeted Marketing & Communications ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

All: Adults who Became Participants (AE 202 - Overall)   Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Long Term Unemployed (AE 309 - Overall)

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

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

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

Analyze costs and timelines for marketing efforts and campaigns and allocate CAEP funds based on priorities of Institutional and Instructional Program needs. Focus on the availability of resources, program size, past investments, past data on effectiveness, and opportunities for program growth.

Finally, develop a mechanism to regularly assess Marketing Return on Investment investments.

Characters : 1995/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Career Planning, Guidance and Educational Plans	▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

	▼

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

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

Transition: Participants with Transition to ASE (AE 500 - Overall)   Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

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

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

Characters : 904/5000

Strategy Name *

Continue to Develop and Expand Non-credit to Credit Alignment

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Credit by Exam ▾

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▾

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

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

Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)   Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

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

Characters : 957/5000

Improve Effectiveness of Services

Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (§84906)

2023-24 Strategies

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Student Onboarding ▾

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▾

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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

Characters : 1117/5000

Strategy Name *

Improve Effectiveness and Communications Regarding CAEP Strategy Implementation and Tracking

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Consortium Governance Effectiveness ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Develop an annual and three-year plan tracking and accountability process. This will be developed by the consortium with a focus on increasing accountability. Steps will include outlining project work plans, project leads, and supports, timeframes, and regularly shared reporting mechanisms. The progress and reporting and progress will be shared in an open format and reported to the SDAERC on a regular basis to ensure continued movement and accountability.

Additionally, efforts will continue to produce SDAERC Newsletters and distribute them to member agencies and partner constituencies.

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

Characters : 791/5000

Strategy Name *

Engage in Continuous Improvement Activities to Ensure Effectiveness and Accountability

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Consortium Governance Effectiveness ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Project activities will include areas that impact financial accountability, such as Human Resources process tracking that impacts effectiveness for the use of CAEP funds and accountability for staffing assignments. Additionally, efforts will be made to revise CAEP funding requests and funding allocation processes. Processes will continue to share the use of CAEP funds with transparency and intent on effective fund usage with improved accountability processes and progress reporting being adhered to. This is for the strategy implementation and in regards to sharing CAEP financial allocations and expenditure status with SDAERC and member agency contingencies.

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

Characters : 911/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Personnel for Accountability Consortium/Programs ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

Update CAEP/SDAERC direct staffing support structure to support consortium direct administrative efforts. This may include a revised structure for assigning nonclassroom faculty coordinators based on specific SDAERC plan projects with staffing assignments based on faculty and classified expertise and areas of focus. Additionally, this will include the review of the effectiveness and strategies for staffing related to accounting supports, CAEP use of funding effectiveness, and structured and regular updates of CAEP project progress with executive team representatives,

managers, classified personnel, and CAEP instructional program departments—all of these activities with the goal of aligning accountability to SDAERC goals.

Characters : 731/5000

Strategy Name *

Update SDAERC Bylaws and Subcommittees/Workgroup Structures

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Consortium Governance Effectiveness ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

Characters : 380/5000

Strategy Name *

Develop and Sustain New Community Partnerships

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Consortium Governance Effectiveness ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

Characters : 760/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Consortium Governance Effectiveness ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

Characters : 1032/5000

Strategy Name *

Develop and Implement Annual CAEP Research Project Agenda

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Data, Research and Analysis ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Long Term Unemployed (AE 309 - Overall)

Student Barriers: Low Income (AE 310 - Overall)   Student Barriers: Low Literacy (AE 311 - Overall)

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

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

Characters : 599/5000

Strategy Name *

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

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Data, Research and Analysis ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Long Term Unemployed (AE 309 - Overall)

Student Barriers: Low Income (AE 310 - Overall)   Student Barriers: Low Literacy (AE 311 - Overall)

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

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

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

Develop the formation of SDCCE Planning Research and Institutional Effectiveness (PRIE) Department Annual Research and Project Agenda. This will be done with input and the specific lens of all CAEP Instructional programs. Data and research will include analysis which leads to action planning, helping to improve accountability and effectiveness of CAEP programming.

Align PRIE and other regional data, research, and analysis with the CAEP three-year and annual plans as well as the finalized plans and activities for SEMP Taskforce groups. This includes building and maintaining a data infrastructure that supports enrollment management, DEI, student outcomes, and other Consortium priorities.

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

Provide SDCCE employees with resources and trainings to enhance institutional effectiveness.

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

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

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

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

Develop Annual Research and Project Agenda. This will be done with input and the specific lens of all CAEP Instructional programs. Data and research will include analysis which leads to action planning, helping to improve accountability and effectiveness of CAEP programming.

Align PRIE research projects with the analysis of regional data and SDAERC three-year and annual plan projects.

Characters : 2558/5000

Strategy Name *

Host and Sponsor Member Agency and Consortium Professional Development Efforts

Activity that Applies to this Strategy *

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

(PD) to Support CAEP Goals & Activities ▼

Metrics that Apply to this Activity/Strategy *

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

▼

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

Student Barriers: English Language Learner (AE 305 - Overall)   Student Barriers: Long Term Unemployed (AE 309 - Overall)

Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

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

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

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

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

Fiscal Management

Guidance

The financial management section will address the consortium's planned allocations and outline how they will be consistent with the annual plan. This section will also require the consortium to address how it will incorporate carry-over funds into the plan.

Overview *

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP three-year plan.

Note: The PY 23/24 Budget has not been submitted.

See Strategy #7 above under Improve Effectiveness of Services.

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

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

Characters : 570/5000

Approach to Incorporating Remaining Carry-over Funds *

Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

Efforts are being made through revising Resource Request and Allocation Processes to have CAEP funds spent out by 25% of annual allocation by the end of the program year. Currently, SDCCE is carrying over more than 100% of funds from PY 22/23 to PY 23/24.

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

Characters : 605/5000