



# Strategic Plan 2023-2025

San Diego Adult Education Regional Consortium  
(SDAERC)



**San Diego Unified**  
SCHOOL DISTRICT

<https://sdcce.edu/organization/special-projects-and-grants/sdaerc>

# What Is CAEP?

- ❑ Part of State Legislation (AB104)
- ❑ Legislation is directly tied to Consortium Collaborations
  - ❑ With all AE providers in the region: SDAERC SDUSD & SDCCE
- ❑ Purpose: Transformational Change Adult Education Instructional Programs:
  - ✓ CAEP Instructional Programs: ABE, HSD/HSE, ESL/Citizenship/VESL/IET, CTE, Adults with Disabilities
  - ✓ Includes: Noncredit cc & K-12 Adult Education Programming
- ❑ Funding must be used to support efforts that help to fulfill Student AE Outcomes
- ❑ Funding must be used to support SDAERC Strategic Plan and Annual Plans
- ❑ Leveraged Funds are part of CAEP reporting requirements

# SDAERC Vision & Purpose

**“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”**

# Consortium Responsibility

- SDAERC is designated by State of California legislation (AB104) as the decision-making body for California Adult Education Program (CAEP) programming and funding
- SDAERC is designated accountability for CAEP strategic plans, annual plans, funding allocations, budget plans, expenditures, and overall effectiveness of the Members and Consortium to address AE in our region
- SDAERC is charged with evaluation of Member Agency effectiveness, improvement of service integration, as well as improvement in student transitions to post-secondary education or workforce
- SDAERC is charged with aligning services with providers who serve adult learners in systems such as: Workforce Innovation Opportunity Act (“WIOA” I & II), and engagement of community stakeholders.

# 2022-2025 CAEP Strategic Planning Process Overview

*The Strategic Plan development process included emphasis on integrating and leveraging the objectives, activities, and outcomes with other institutional processes. Some of the steps included:*

- ❑ Fall Consortium meetings with a “rear view window” for what was accomplished as well as unfulfilled gaps of the previous plans
- ❑ CAEP Road Shows:
  - ❑ SDCCCE participatory governance and program team meetings
  - ❑ SDUSD AE Team
- ❑ Inclusion of previous SDAERC 19-22 Strategic Plan Goals & Strategies
- ❑ SDAERC Effectiveness Survey Feedback
- ❑ Alignment with SDCCE Strategic Plan that included aspects of Program Review
- ❑ SDCCE Strategic Enrollment Management Planning (SEMP) – Note: *SEMP Taskforce work is not final but represented in goals/activities*
- ❑ Alignment with other categorical funding initiatives such as:
  - ❑ WIOA II AEFLA (both agencies Continuous Improvement Plans)
  - ❑ SWP and Perkins Plans

# State Defined Objectives for Plans

- 1. Address Educational Needs:** Strategies to address the educational needs identified
- 2. Improve Integration of Services and Transitions:** Strategies to improve (1) integration of services and (2) transitions into postsecondary education and the workforce
- 3. Improve Effectiveness:** Strategies to improve the effectiveness of the Consortium and its services

# Address Educational Needs: Strategy

Grow back CAEP instructional program enrollment to support the adult learner community in the region. This will be accomplished by creating, revising, and diversifying the curriculum and course offerings that provide clear pathways to employment and further education.

Strategy will reflect community need and labor market demand with an emphasis on diversity, equity, inclusion, social justice, and anti-racist lenses.

CAEP Instructional programs will continue to use data to assess program need, effectiveness from an adult learner and labor market perspective. This includes a close correlation to changing demands for Distance Education from learners, and need to improved technology in the classroom and in the workplace of the labor market.

A close lens will be given to student-centered scheduling accomplished through increased data review, internal and external communication, improved schedule development processes as well as data exchange and collaboration between departments.

# Addressing Educational Needs: Activities

1. New and Updated Courses and Certificates
2. New and Updated Courses and Certificates - Career Pathways & Bridge Programming
3. New and Updated Courses and Certificates - High School Equivalency Programs

# Addressing Educational Needs: Activities

4. New and Updated Courses & Modalities - Digital Equity and Inclusion
5. New and Updated Courses & Modalities - High School Diploma Programming & Partnerships

# Addressing Educational Needs: Activities

6. New and Increased Effective Instructional Modalities
7. New and Increased Effective Instructional Modalities - Distance Education
8. New and Increased Effective Instructional Modalities - Open Educational Resources
9. New and Increased Effective Instructional Modalities - Diversity Equity and Inclusion
10. New and Increased Effective Instructional Modalities - Career Pathways & IET

# Integration and Transition: Strategy

Increase and systematize student centered transitional pathways by enhancing and expanding supports and practices to careers and college, both noncredit and credit.

This will be accomplished through various services and student supports such as marketing, outreach, communications, counseling, employment, efforts for credit enrollment such as promise scholarships and "credit by exam" promotions. Along with collaboration with National support agencies and opportunities for noncredit to credit alignment.

Strategy will target student populations, based on adult learner data of current and potential adult learners in the region. See Student Transition Population diagram.

Will include services and student support activities which focus on Member and Partner agency transition populations including 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 credit college.

The focus on community partners will include those from public and nonprofit sectors who serve and advocate for unique populations of adult learners in the region.

# Shared and Unique Populations

## *Adopted in Past Strategic Plan*

Adult Education Learner - Shared and Unique Populations								
SDUSD Traditional High School Graduate Student (18+)	SDUSD Student who did not complete HSD ( 18+)	SDUSD Opportunity Youth 18-24 dropped out and/or are unemployed and not attending school	SDUSD ELL “aging out” (18+)	Adults without a HSD/HSE (20+ )	Adults who need English skills, citizenship	SDCE CTE Student	Undecided Adult Learner	AE Graduate
Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓
SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ASE or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ESL &/or SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ASE &/or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ESL ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	Employment &/or SDCCD credit	Career Exploration to determine SDCE coursework ↓ CTE ↓ Employment &/or SDCCD credit	SDCE, Credit or CTE

# Integration and Transition: Activities

1. Current Student Transitions (SDCCE): Foundational AE students to transition to CTE and Credit
2. Consortium Partner Agency Transitions
3. Outreach Services & Transition Navigators
4. Targeted Marketing & Communications
5. Career and College Transition Programming
6. Career Planning, Guidance and Educational Plans
7. Credit by Exam
8. SDWP/IWDB Collaborations

# Improve Effectiveness: Strategy

Ensuring the success of the regional CAEP Consortium Initiative to work collaboratively and refine the accountability measures to evaluate consortium effectiveness that supports a comprehensive, sustainable models for providing career-focused educational opportunities.

The activities described are meant to address gaps in services and ultimately to fulfill the Vision for the SDAERC which 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.”*

# Improve Effectiveness: Activities

1. Consortium Governance & Effectiveness
2. Strategic Enrollment Management Planning (SEMP)
3. Student Onboarding
4. Data, Research and Analysis
5. Member to Member Agency Student Transition Data
6. Professional Development (PD) to Support CAEP Goals & Activities
7. Personnel for CAEP Instructional Programs and Consortium Accountability

# SDAERC Outcomes & Indicators

*Adopted in past Strategic Plan*

## **Student Indicators**

- Increased Referrals
- Increase Enrollments
- Increase Retention
- Increase Student Supports
- Increase Completions
- Increase Transitions
- Increase Placements
- Improve Accessibility

## **Practice Effectiveness**

- Shared Professional Development
- Incorporation of Guided Pathways Approaches
- Increased use of Technology
- Use of Effective Practices

## **Data, Research, and Reporting Effectiveness**

- Creation of a Research agenda
- Continued Capacity for Reporting and Accountability
- Overcome data reporting challenges
- Incorporation of LMI

## **Governance Effectiveness**

- Increased Knowledge about CAEP priorities
- Increase Recognition and Awareness
- Increase Relationships and Partnerships
- Leveraging Resources
- Continued Capacity for Management, Communications, and Governance

# Metrics - *Barriers and Enrollments*

	<b>PY 19/20</b>	<b>PY 20/21</b>	<b>PY 21/22</b>	<b>PY 22/23</b>	<b>PY 23/24</b>	<b>PY 24/25</b>
<b>Numbers Served</b>	27926	17426		17426	19169	21085
<b>Barriers</b>						
<b>ELL</b>	16058	9056	NA	9056	9962	10958
<b>Low Literacy</b>	19970	11439	NA	11439	12583	13841
<b>Low Income</b>	12272	8695	NA	8695	9565	10521
<b>Long Term Unemployed</b>	3537	3625	NA	3625	3988	4386

	<b>SDCCE</b>	<b>SDCCE</b>	<b>SDCCE</b>	<b>SDCCE</b>	<b>SDCCE</b>	<b>SDCCE</b>
	<b>PY 19/20</b>	<b>PY 20/21</b>	<b>PY 21/22</b>	<b>PY 22/23</b>	<b>PY 23/24</b>	<b>PY 24/25</b>
<b>Numbers Served</b>	21989	14630	NA	14630	16093	17702

	<b>SDUSD</b>	<b>SDUSD</b>	<b>SDUSD</b>	<b>SDUSD</b>	<b>SDUSD</b>	<b>SDUSD</b>
	<b>PY 19/20</b>	<b>PY 20/21</b>	<b>PY 21/22</b>	<b>PY 22/23</b>	<b>PY 23/24</b>	<b>PY 24/25</b>
<b>Numbers Served</b>	436	377	NA	377	415	456

# Progress – Transition - Success Metrics

	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD
<u>Progress</u>	<b>PY 19/20</b>	<b>PY 20/21</b>	<b>PY 21/22</b>	<b>PY 22/23</b>	<b>PY 23/24</b>	<b>PY 24/25</b>
<b>Complete EL Civics COAPP</b>	NA	NA	NA	NA	NA	NA
<b>Gain EFL ABE</b>	25	22	NA	22	24	27
<b>Gain EFL ASE</b>	162	103	NA	103	113	125
<b>Gain EFL ESL</b>	NA	NA	NA	NA	NA	NA
 <u>Transition</u>						
<b>To ASE</b>	NA	NA	NA	NA	NA	NA
<b>To Post Secondary CTE</b>	55	NA	NA	55	61	67
<b>To Post Secondary Credit</b>	85	NA	NA	85	94	103
 <u>Success</u>						
<b>Earn ASE (HSDP/HSEP)</b>	172	90	NA	90	99	109
<b>Earn a Credential</b>	208	105	NA	105	116	127
 <u>Employment and Earnings</u>						
<b>NA</b>						
<b>NA</b>						

# Progress – Transition – Success Metrics

	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE
<u>Progress</u>	<b>PY 19/20</b>	<b>PY 20/21</b>	<b>PY 21/22</b>	<b>PY 22/23</b>	<b>PY 23/24</b>	<b>PY 24/25</b>
<b>Complete EL Civics COAPP</b>	2866	220	NA	220	242	266
<b>Gain EFL ABE</b>	356	113	NA	0	0	0
<b>Gain EFL ASE</b>	374	126	NA	126	139	152
<b>Gain EFL ESL</b>	3941	1640	NA	1640	1804	1984
<u>Transition</u>						
<b>To ASE</b>	949	0	NA	949	1044	1148
<b>To Post Secondary CTE</b>	1665	0	NA	1665	1665	1832
<b>To Post Secondary Credit</b>	351	0	NA	351	386.1	421.2
<u>Success</u>						
<b>Earn ASE (HSDP/HSEP)</b>	217	94	NA	94	103	114
<b>Earn a Credential</b>	8760	6329	NA	6329	6962	7658
<u>Employment and Earnings</u>						
<b>NA</b>						
<b>NA</b>						

# For More Details

See Grid for Activities that Includes Short, Intermediate & Long Term Outcomes: {LINK}

Plan to be posted on website:

<https://sdcce.edu/organization/special-projects-and-grants/sdaerc>

- Also see past Strategic and Annual Plans:

# Discussion

- ❑ Are we in agreement for PY 23-25 SDAERC Strategic Plan Activities?
- ❑ What details are needed about specific activities?
- ❑ How do stay in the Action Mindset of “How Might We”
  - How can we involve student in implementing the Plan?
  - How are we involving constituencies? instructors/counselors/administrators/staff?
- ❑ Timeline & assigning tasks for “How the work will done?
- ❑ What existing meetings/planning processes can we ensure plan is understood and aligned?
- ❑ For areas where collaborations are needed – Cross Program, Cross Agency - What new groups/meetings are needed?

## 48 San Diego Adult Education Regional Consortium: Submitted

### Details

#### Consortium Information

**Consortium Name:**

48 San Diego Adult Education Regional Consortium

**Consortium Short Name:**

48 San Diego

**Address:**

4100 Normal St. | San Diego, CA | 92103

**Website:**

n/a

**Funding Channel 2022-23:**

Direct Funded

**CAEP Funds 2022-23:**

\$5,247,353

**CAEP Funds 2021-22:**

\$4,981,822

**CAEP Funds 2020-21:**

\$4,787,911



#### Consortium Contacts

Responsibility	Name	Email	Title	Phone
Primary Contact	Kelly Henwood	<a href="mailto:khenwood@sdccd.edu">khenwood@sdccd.edu</a>	Special Projects Manager	(619) 388-4896
Certifying Officer	Michelle Fischthal	<a href="mailto:mfischth@sdccd.edu">mfischth@sdccd.edu</a>	Vice President of Instruction	
Fiscal Contact	Mark Nesbit	<a href="mailto:mnesbit@sdccd.edu">mnesbit@sdccd.edu</a>	Accounting Supervisor	
Fiscal Contact	Debra Glanz	<a href="mailto:dglanz@sandi.net">dglanz@sandi.net</a>	Financial Planning & Development Analyst SDUSD	(619) 701-0922
Fiscal Contact	Jeff Haraburda	<a href="mailto:jharaburda@sandi.net">jharaburda@sandi.net</a>	Senior Financial Accountant	(619) 725-7595
Fiscal Contact	Selene Mireles	<a href="mailto:smireles@sdccd.edu">smireles@sdccd.edu</a>	DO Accounting Specialist	(619) 388-6779
Fiscal Contact	Sarah Vielma	<a href="mailto:svielma@sandi.net">svielma@sandi.net</a>	Director, College, Career and Technical Education	
Primary Contact	Nate Sachdeva	<a href="mailto:nsachdeva@sandi.net">nsachdeva@sandi.net</a>	Program Manager	(619) 813-6490
Primary Contact	shakerra Carter	<a href="mailto:scarter001@sdccd.edu">scarter001@sdccd.edu</a>		
Fiscal Contact	Jacqueline Sabanos	<a href="mailto:jsabano@sdccd.edu">jsabano@sdccd.edu</a>	Vice President, Administrative Services	(619) 388-4872
Fiscal Contact	Lorie Howell	<a href="mailto:lhowell@sdccd.edu">lhowell@sdccd.edu</a>	Dean	(619) 388-1873
Fiscal Contact	Jessica Luedtke	<a href="mailto:jluedtke@sdccd.edu">jluedtke@sdccd.edu</a>	Dean	

## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">San Diego CCD</a>	District	Kelly Henwood	(619) 388-4896
<a href="#">San Diego Unified</a>	Unified School District	Nate Sachdeva	(619) 813-6490

## Executive Summary

### Executive Summary \*

The San Diego Adult Education Regional Consortium (SDAERC) is composed of two member agencies: the San Diego Community College District's (SDCCD) College of Continuing Education (SDCCE) and the San Diego Unified School District (SDUSD) Adult Education Program (SDAE). These members, through the Consortium, serve the central San Diego region which includes the municipality of the City of San Diego that is the local geographic Region for 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 (SDCE) is the noncredit institution of the SDCCD that offers adult education and career technical education programming. SDCCE serves as a key transitional pathway to the three credit institutions of the district. SDCCE includes seven campuses and many off-campus sites. SDCCE provides programming in four (5) of the seven (7) approved CAEP Program Areas including:

1) Adult Secondary Education Diploma and Equivalency; 2) English as a Second Language (ESL), EL Civics and Citizenship; 3) Adults with Disabilities, called Disability Support Programs and Services (DSPS); 4) Short term Career Technical Education (CTE) and newly launched; and 5) Workforce Re-entry called Preparation Programming. Currently SDCCE does not provide any apportionment generating CAEP Pre-Apprenticeship programming, nor any stand alone, non-CTE courses to support K-12 success, these courses used to be offered under a Parent Education program as non-CDCP courses but have all transitioned to CTE Child Development.

The SDAE under the SDUSD is responsible for the administration of a condensed offering of Adult Secondary Education Diploma and Adult Basic Education CAEP Programs. SDAE is comprised of five site locations in a learner-centered, supportive environments which is responsive to the needs of young adult learners who need a second chance to succeed. Individual served by SDAE are 18 years of age who are no longer attending high school, may enroll to improve reading, writing, and math skills and/or to complete course requirements needed to obtain the Adult Education High School Diploma.

History of Collaboration is longstanding prior to CAEP and was formalized in 1979 through a Delineation of Function Agreement. Though this agreement has been in place for over forty years it has evolved over time but delineates the instructional offerings primarily based upon the age range of the populations of learners and when they left the K-12 system without completing comprehensive High School. A Joint Executive Coordination Committee (JECC) meets separate from the SDAERC with the purpose of recommending program agreements concerning specific Secondary Education course offerings to avoid unnecessary duplication of services.

The partnership between member agencies was enhanced and strengthened in 2014 through AB86 which considered community partnerships and collaborations a priority in Adult Education when the two districts joined to form the San Diego Adult Education Regional Consortium (SDAERC). One of the most pressing needs identified at that time for the future of the partnership was to further improve channels of communication between the two institutions. The main joint program being overseen by the JECC is the Joint HSD Option 2 Program which includes a joint annual Commencement ceremony.

PY 22 – 25 Three 3-Year CAEP Strategic Plan development includes emphasis on integrating and leveraging the objectives, activities, and outcomes with other internal institutional strategic planning input, including a large scale Strategic Enrollment Management Plan (SEMP) along with alignment with other categorical funding initiatives such as WIOA II and CALWORKS which both member agencies are recipients of funds as well as alignment with SWP, Perkins, and Student Equity and Achievement which is primary funding for SDCCE.

The planning process was inclusive and had involvement with internal and external constituencies from both member agencies as well as community involvement.

There is a large differential in the number of adult learners served by SDAERC member agencies. However, due to the changing landscape of the state Community College system, noncredit programming at SDCCE has been called to take a broader view of cross-departmental collaborations and planning efforts and transitioning populations from community and comprehensive high school system.

## Assessment

### Overview and Preparation \*

A variety of SDAERC pre-planning efforts have taken place over the last year to assist to inform this Three Year Strategic Plan. It started with a Consortium meetings in the Fall of 2021 when an overview of the Strategic Plan was shared, along with the state Infographic, the state strategic planning video and a few facilitated discussions that included assessments and looking at the "Rear View Mirror" looking back at the last three years and how the Consortium was moving on its goals and strategies.

During a meeting with Consortium meeting on November 29th, voting members and other constituents had an informal grading of several various elements of the consortium collaboration.

Overall there was an "A" placed on Consortium's Emphasis on "Collaboration and Purpose" related to understanding and staying focused on Consortium background at regular consortium meetings, holding regular meetings, and staying clear on the purpose of CAEP and expected outcomes through information sharing and keeping constituencies informed about governance, financial allocation accountability and other Consortium responsibilities. Comments included that the Consortium Lead is "great at keeping our consortium partners at SDUSD informed".

For the collaboration on the one common CAEP Instructional program, the Joint HSD Program, some faculty indicated that when there were joint teacher to faculty meetings between agencies they were valuable. However there was feedback that it would be beneficial to have these resume.

In the areas of Digital equity and inclusion, it was given a "C" grade at the time. Comments indicated that while there were trainings and opportunities for personal growth for staff and faculty, there were fewer efforts needed to be focused on students. With a concern that this greatly impacts enrollment, orientation and general onboarding.

In the area of Data Tracking between member agencies, it was given a "D" grade mainly due to the inability to have a system and processes set up to have a clear and data informed "tracking and referral process" between SDUSD AE and SDCCE.

There was a general consensus that due to COVID Pandemic put many layers of challenges and an overall survival mode was being put on the two member agencies keeping students, instructors and employees engaged and moving forward to the changing landscape. Additionally with various institutional leadership demands and changes, as well as heavy lift for multiple internal processes at SDCCE, which created a shifting landscape at both institutions and time constraints.

Additional assessment plan development included SDAERC Lead and faculty coordinator going on "Road Show" starting with late fall and into Spring with the various constituencies at SDCCE as well as SDUSD Instructors. This started with clarity on the purpose of CAEP Funding and soliciting feedback on Consortium past and future Strategic Plan goals and activities. This feedback lead to the development and refining of goals and strategies.

SDAERC also conducted its annual Effectiveness Survey which started for the first time in February 2019 as part of the oversight and effectiveness of CAEP and the SDAERC. The survey is now conducted annually and continues to be used to inform the new SDAERC Strategic Plan over the next three years.

For the new strategic plan some similar priority goals, strategies and activities are being carried over and refined.

#### **Regional Alignment and Priorities \***

Various alignment with existing education and workforce plans took place to develop the Three Year Strategic Plan. This included both internal categorical funding initiative plans as well as external sources of data that aligns with building employment and career pathways in the region.

It's worth noting that because SDCCE had various institutional heavy lift internal processes occurring during the Fall and Spring of 2022, those very much informed and have been used to develop the CAEP strategic plan. This included, SDCCE Program Review conducted by each Department, including all CAEP instructional programs. At the same time there was also SDCCE internal organizational Strategic Planning. In Spring of 2022, SDCCE started a Strategic Enrollment Management Plan (SEMP) planning process. Because of these factors, and due to limited time and human resources available to run a concurrent CAEP strategic planning process, data and input from those plans have been used in developing the SDAERC plan.

Additional planning and data input for the CAEP strategic plan came from the following sources:

CAEP Super Region: The SDAERC has been an active member in the San Diego/Imperial Counties Super Region Consortium which has met monthly for the past 4 years to collaborate and leverage human resources. In preparation for the 3-year strategic planning, the Super Region, which collaborates with San Diego Workforce Partnership and the Strong Workforce/San Diego Imperial County Regional Consortium has focused on a series of elements including the continuation for Adult Education/Noncredit Pathway Development including a recognized repository of CTE courses that is being built out and will serve as a best practice in the state.

Perkins Committee (SDCCE): This committee involved in the development, implementation, and evaluation of Career Technical Education (CTE) programs. Prior to finalizing the Perkins application a comprehensive Needs Assessment was conducted that included the review of student learning outcomes, current and projected labor market information, and student equity measures. The strategies enhance and refine the process to ensure that CTE grant investments lead to improvements in specific program performance, targeted to gaps or disparities; comprehensively review TopCode and SOC code assignments to ensure proper alignment to labor market to ensure proper student performance assessment; focus on formal and consistent communication, wrap around services, and a caring campus to improve student performance.

Planning Research and Institutional Effectiveness (PRIE) SDCCE Data: PRIE conducts institutional research to support improvement of programs and services and provides leadership and training support for program review, strategic planning, accreditation, assessment outcomes tracking, and institutional-level professional development. PRIE as part of the SDCCE strategic planning process outlined challenges and opportunities from various information sources and planning activities that were shared and discussed during institution-wide planning that directly led to the development of the college's goals and objectives in advance of unit strategic planning.

Strong Workforce Program (SWP): Both SDCCD, as well as now, SDUSD are recipients of SWP funding. SWP is regionally guided by the San Diego/Imperial Counties Regional Consortium where all 10 community colleges collaborate, with their noncredit programming, along with K-12 Adult Education institutions to implement the regional SWP initiatives. The region has adopted a framework for SWP implementation that includes a workgroup structure where both SDAERC member agencies participate in planning processes. Ongoing Regional SWP Priorities include the following: Pre-College Outreach and Career Pathways to better prepare prospective adult learners for college; Guided Career Pathways to support students in their educational journeys and are prepared for the workforce to launch their careers; Marketing to increase awareness of community college Career Education; and Labor Market Research to ensure that the colleges have the resources needed to make informed programmatic decisions that benefit students and create opportunity.

WIOA II AEFLA: Both Member agencies are now grantees with CDE. The past two years WIAO II grantees have developed Continuous Improvement Plans (CIP) that were used as background information and data for the CAEP Strategic Plan. Additionally, a required Memorandum of Understanding (MOU) has been developed and executed between the Local Workforce Development Board and the America's Job Center of California (AJCC). In spring of 2022 SDCCE engaged with the LWDB to develop the latest MOU that outlines the cooperative working relationship and defines respective roles and responsibilities in achieving the policy objectives and creates the framework for providing services to employers, employees, job seekers and others needing workforce services.

#### **Evaluate the Educational Needs of Adults in the Region \***

According to the United States Census Bureau (2021), in April 2020 the population of the city of San Diego was 1,386,932, and San Diego County's population was 3,298,634. San Diego has historically had a mix of high and low-income earners. The San Diego City median household income between 2015 and 2019 was \$79,673, higher than the county, state and the nation (\$78,980, \$75,235, and \$62,843, respectively). However, San Diego City also has a higher rate of persons living in poverty, at 12.8%, compared to San Diego County (9.5%). The United States Census Bureau (2021) noted that between 2015 and 2019, foreign-born persons comprised 26.1% of the city's population. a high percentage of

the city of San Diego (40.5%) speaks a language other than English at home. This percentage is higher than the percentage for San Diego County (37.6%). Education is a priority in the city of San Diego with 88.1% of the population, age 25+, attaining high school graduation or higher. This percentage is somewhat higher than across San Diego County (87.4%). An aging workforce is working longer, some of whom may require re-skilling later in life.

While unemployment has been unstable during the pandemic, employment is projected to increase as the population in San Diego County increases. According to the California Employment Development Department (EDD), "The unemployment rate in San Diego County was 4.2 percent in December 2021, down from a revised 4.6 percent in November 2021, and below the year-ago estimate of 8.0 percent. While projections for these occupations were made prior to the pandemic, each of the five occupations also made the Centers of Excellence (COE) for Labor Market Research top 50 recession and pandemic-resistant job lists for at least four months between March and December 2020. Restaurant Cooks (4,990; 27.5% increase); Personal Care Aides (8,700; 25.1% increase); Nursing Assistants (1,390; 15.0% increase); Computer User Support Specialists (560; 11.8% increase); Home Health Aides (440; 19.7%; EDD, 2021c).

PRIE as part of the SDCCE strategic planning process outlined challenges and opportunities for adult learners in the region.

#### Challenges:

- Decline in California's population growth rate (Public Policy Institute of California [PPIC], 2022) has shrunk some pools of potential SDCCE students (e.g., high school grads as candidates to join CTE programs).
- Competitive landscape with various two-year and four-year credit institutions offering micro credentials, stackable credentials, and more programs that vie with noncredit (Hanover Research, 2020).
- Increased cost of living and lack of affordable housing in San Diego compared to other metro areas in the country (ULI, 2021), which forces both potential and enrolled students to migrate out of the region.
- Limited digital literacy and access to technology, including devices and broadband (SDCCE, 2021).
- Reduced student interest in attending in-person classes due to health concerns and anxiety related to the COVID-19 pandemic (SDCCE, 2021).
- Limited student knowledge about the work environments for jobs in their program of interest (Hanover Research, 2020) increases the likelihood of dropping at later stages of in the student journey and taking jobs in fields that are not closely related to their program of study
- Internal communication challenges manifested in the form of reduced participation in public forums, group activities or committee work. More actions around increased communication and collaboration needed, especially in the long-term and cross-departmentally (SDCCE, 2021)
- Limited ability to track student performance and act on it quickly to prevent students from dropping classes (SDCCE, 2021).

#### Opportunities:

- Engage with untapped populations by identifying members of the community SDCCE has not served (e.g., potential students interested in recently created or in-development pathways).
- Identify community members that SDCCE has served before, and could serve again with new offerings (e.g., work-geared emeritus offerings).
- Develop and implement marketing and promotional campaigns that support enrollment.
- Build external partnerships and visibility within the community through off-campus events and advisory meetings.
- Leverage existing community partnerships and build new partnerships to connect students to external services using a soft handoff. This ensures CE students don't get lost in cross-agency processes or communication.
- Develop new instructional pathways that are job-resilient and ensure students' job entry at or above living wage.
- Continue supporting digital equity funding and leverage community partnerships.
- Continue to consider diversity of our student population in decision-making about enrollment processes, schedule and modality of course offerings, and curriculum.
- Maintain, update, and create new curriculum in alignment with industry and community needs.

CAEP Outcomes and Indicators, As adopted during the past Strategic Planning Process (see attachment)

#### Contributions by Entities \*

CAEP Planning Process included constituency representation during the SDCCE Institutional Planning processes lead by PRIE as well as the SEMP Taskforce groups.

CAEP Road Shows had the goal inform and share with all SDCCE constituencies the purpose of the California Adult Education Program (CAEP) and gain feedback headed into the eighth year of CAEP and reacquaint with an overview for the past goals; the role of the Consortium; and the focus of funding. Especially noted was the importance and work with SDUSD as the primary Consortium partner with SDCCE.

From all of the above planning process steps and date, the following constituencies contributed CAEP Strategic Plan development. First was the SDCCE participatory governance constituencies including: Academic Senate (AS), AS Distance Education Committee, Classified Senate, SDCCE Budget Committee, SDCCE Planning Institutional Effectiveness Committee, and the SDCCE Professional Development Committee. Additional Groups involved included: Access Retention and Completion (ARC) meetings including SEMP Member Taskforce Groups. Finally Program Teams were engaged such as the SDUSD Professional Learning Committee of all instructors and Counseling staff, and the following SDCCE Program Teams: ASE/ABE Program Meeting; Counseling Team; ESL Leadership Team; Outreach Team; and the Instructional Program Assistant Team.

The SEMP Taskforce work while still in process function under the SDCCE ARC as the driving force to address institutional challenges and barriers and come up with plans to close the gaps and move forward. While these taskforce complete their work in the Spring and Summer of 2022, it will lead to more solidified plans related to the following SEMP areas: Taskforce #1 Onboarding; Taskforce #2 Onboard#5 Program Development and Innovation.

Through these constituency meetings well over 100 people contributed to CAEP strategic planning efforts from CAEP Instructional Services (ISO) areas as well as Student Services and Supports (OSS) representation. This included contract and adjunct faculty, classified employees from various campuses as well as Managers from ISO and OSS.

## Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*San Diego CCD	Member Representative	625	4,397	13,793	821	1,114	266	10,214	195	0	
*San Diego Unified	Member Representative	0	436	0	0	0	0	0	0	0	
Total Participants		625	4833	13793	821	1114	266	10214	195	0	31861

\* Member Agency required to input number of Participants

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

No Service Providers for this consortium.

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

Recognition that both member agencies faced enrollment challenges prior to the pandemic is important within the larger context of future growth and decline in program sizes. Post-secondary education, particularly at the sub-baccalaureate level, often experiences a negative correlation to regional economic swings.

As the economy recedes enrollments in adult education and noncredit programs experience a rise as unemployed adults seek opportunities to improve their situation. When the economy rebounds those same adults, and others in the region, often forego educational goals in favor of employment. With an improved economy, more prohibitive immigration policies, and statewide education funding changes, enrollment declined between 2016/17 and 2018/19 by 6%, from 40,131 students to 37,597 students (unduplicated student headcount). During this time, there was a strategic decision by SDCCE to reduce overall course offerings to meet state targets, while implementing a strategic decision to grow career education programs.

Additionally, in partnership with the local San Diego Literacy Council Literacy research indicates that 238,800 adults in the City of San Diego possess literacy skills that are at 4th grade level or below. This number represents 20.94% of the adult population in the City of San Diego and is consistent with statistical reports with the the primary source of this information is national studies of adult literacy performed by the U.S. Department of Education (NALS, NAAL). One of the two least literate communities in San Diego County include Southeastern City of San Diego. Some of the challenges for serving this population relates to the availability of resources for residents of low-income communities. What was learned during the peak of the Covid pandemic: 20% of children either lack computer hardware or the ability to connect to the Internet. There is consistency relating to resources, or the lack of them, playing a role in the learning needs of low-income communities and families.

Below: Headcount at SDCCE from the SDCCD Information System which includes non-CAEP Emeritus programming and excludes enrollments with less than one attendance hour and cancelled, apprenticeship, contract and fee sections



#### Metrics: CAEP Barriers & Metrics

##### ✓ Student Barriers

###### Adult Ed Metrics

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

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

#### Adult Ed Metrics

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

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

#### Adult Ed Metrics

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

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

#### Adult Ed Metrics

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

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

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	27,926	17,426		17,426	19,169	21,085
Student Barriers	English Language Learner (AE 305 - Overall)	16,058	9,056		9,056	9,962	10,948
Student Barriers	Low Literacy (AE 311 - Overall)	19,970	11,439		11,439	12,583	13,841
Student Barriers	Low Income (AE 310 - Overall)	12,272	8,695		8,695	9,565	10,521
Student Barriers	Long Term Unemployed (AE 309 - Overall)	3,537	3,625		3,625	3,988	4,386

## Member Level Metric Targets

\* Mandatory for all members

San Diego CCD (Reported by San Diego District)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	21,989	14,630		14,630	16,093	17,702
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	356	113		113	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	374	126		126	139	152
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)	3,941	1,640		1,640	1,804	1,984
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)	2,866	220		242	242	266
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	217	94		94	103	114
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	8,760	6,329		6,962	7,658	8,424
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	351			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	1,665			1,665	1,665	1,832
Transition	Participants with Transition to ASE (AE 500 - Overall)	949			0	0	0

#### San Diego Unified (Reported by San Diego Unified School District (SDUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	436	377		377	415	456
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)	25	22		22	24	27
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)	162	103		103	113	125
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)	172	90		99	99	109
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)	208	105		105	116	127
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)	85			0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)	55			55	61	67
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

#### Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
San Diego CCD	100%	62%	0%	50%	75%	85%
San Diego Unified	100%	100%	36%	65%	75%	85%

## Objectives

### Address Educational Needs

#### Description of Objective \*

Grow back CAEP instructional program enrollment to support the adult learner community in the region. This will be accomplished by creating, revising, and diversifying the curriculum and course offerings that provide clear pathways to employment and further education.

This strategy will reflect community need and labor market demand with an emphasis on diversity, equity, inclusion, social justice, and anti-racist lenses.

CAEP Instructional programs will continue to use and require data to assess program need and effectiveness from an adult learner and labor market perspective.

There exists a close correlation to changing demands and needs for Distance Education. This relates to the educational needs and activities that will address potential new, current, and "lost" adult learners. Educational Need activities are also related to improved technology in the classroom and in the workplace of the labor market.

A close lens will be given to student-centered scheduling accomplished through increased data review, internal and external communication, improved schedule development processes as well as data exchange and collaboration between departments.

Finally, Professional Development (PD) for faculty related to onboarding, as well as Distance Education technologies and strategies has been and will continue to be a focus for addressing educational needs, through the lens of Diversity Equity and Inclusion.

### Improve Integration of Services & Transitions

#### Description of Objective \*

Increase and systematize student centered transitional pathways by enhancing and expanding supports and practices to careers and college, both noncredit and credit.

This will be accomplished through various services and student supports such as marketing, outreach, communications, counseling, employment, efforts for credit enrollment such as promise scholarships and "credit by exam" promotions. Along with collaboration with National support agencies and opportunities for noncredit to credit alignment.

Strategy will target student populations, based on adult learner data of current and potential adult learners in the region. See Student Transition Population diagram.

Will include services and student support activities which focus on Member and Partner agency transition populations including 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 credit college.

The focus on community partners will include those from public and nonprofit sectors who serve and advocate for unique populations of adult learners in the region.

### Improve Effectiveness of Services

#### Description of Objective \*

Ensuring the success of the regional CAEP Consortium Initiative to work collaboratively and refine the accountability measures to evaluate consortium effectiveness that supports a comprehensive, sustainable models for providing career-focused educational opportunities.

The activities described are meant to address gaps in services and ultimately to fulfill the Vision for the SDAERC which 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.

## Activities & Outcomes

#### Activity Name \*

New and Updated Courses and Certificates

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

SEMP Taskforce #5 by increase the number of new courses and updated course outlines and materials to increase occupational skills gains and workforce preparation. This will also include identifying a structure for creating strategy and identifying programs. Including industry, community and faculty and student voices. Looking at trends in San Diego and gaps. Increase innovation related to special population curriculum needs. And finally ensuring inclusion of curriculum supporting student transitions/transfer.

SDUSD AE Instructors and Program Manager courses and course outlines to improve alignment with Career and College Readiness Content Standards and incorporating a mastery learning model.

Continue ISO staffing personnel and faculty assignments to support curriculum development and approval, integration of DEIA, and instructional technology.

Develop and align annual SDCCE Curriculum Committee priorities. Including supporting comprehensive and responsive equity-minded training and professional development for online educators to support course and content updates.

Continue to explore and support Work Based Learning (WBL), based on Faculty input, including establishment of baseline information for WBL services. Exploring feasibility and implementation of a faculty externship program. Developing modules and activities for collaborative industry WBL projects, and other industry assisted classroom experiences.

Explore tutoring structural options, based on new Ed Code Section 58170, with Faculty input.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce #3: Student Centered Scheduling and SEMP Taskforce #5:

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Finalize courses and course outlines with focus on CCR Standards.

Introduce mastery learning model to support literacy gains.

Continue to review current courses that are no longer in demand, being offered, or have low enrollments.

Identify and obtain tools to foster continuous improvement in course delivery and content.

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Michelle Fischthal

**Activity Name \***

Career Pathways & Bridge Programming

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Increase Workforce Preparation certificate offerings, including short-term “Career Bridge” Workforce Prep Certificates that combining Introductory CTE with College and Career Readiness (CCR) courses. This will be accomplished by increasing interdisciplinary work across instructional programs student services, marketing and outreach efforts.

Support interdisciplinary program development and communications for Career Bridge Programs between various Instructional and Counseling Faculty and Classified Staff, including outreach.

Continue with current approved Career Bridge offerings and promotions to transition populations from ASE, ESL and SDUSD graduates.

Increase instructional collaboration, including with SDUSD AE, between College and Career Readiness (CCR) course and areas high schools to promote Career Bridge Planning graduating high school seniors.

(Faculty, Curriculum Analyst/Committee, Vice President of Instruction, Instructional Deans in partnership with SDUSD AE)

#### **Short-Term Outcomes (12 Months) \***

Align with plans and activities for SEMP Taskforce #4: Transitions and the Student Journey.

Support interdisciplinary program development and communications for Career Bridge Programs between various Instructional and Counseling Faculty and Classified Staff, including outreach. Increase instructional collaboration, including with SDUSD AE, between College and Career Readiness (CCR) course and areas high schools to promote Career Bridge Planning graduating high school seniors.

#### **Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Develop new Career Bridge offerings

Analyze data and make improvements on supporting transition populations to understand and sign up for Career Bridge Programs through internal and external campaigns

#### **Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

#### **Proposed Completion Date**

06/30/2025

#### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- 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 Postsecondary (CTE) (AE 636 - Overall)

#### **Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva
shakerra Carter

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#### **Activity Name \***

High School Equivalency Programs

#### **Objective that Applies to this Activity**

Address Educational Needs

#### **Brief Description of Activity \***

Expand and Improve High School Equivalency (HSE) offerings, including potential new offerings by SDUSD AE. Improve HSE ability to respond to community needs and achieve certification outcomes.

Align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, in particular for students without a secondary school degree in other instructional programs.

SDUSD explore developing new HSE Instructional offerings and new course options.

Develop revised courses and materials for English and Spanish HSE.

Utilize JECC to vet HSE course options and changes for both institutions.

Attend state HSE trainings and review best practice models.

Review data on HSE course and program completions and attainment of certificates.

Continue Testing Center operations and assess based on needs of student population and completion outcome data.

Assess data on rate and timelines for HSE course completion measured by the number of students who satisfied completion requirements.

Create new Online Skills courses and modules as well as a new online ASE orientation.

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.

#### **Short-Term Outcomes (12 Months) \***

SDUSD explore developing new HSE Instructional offerings and new course options.

SDUSD will develop revised courses and materials for English and Spanish HSE.

Attend state HSE trainings and review best practice models.

Review data on HSE course and program completions and attainment of certificates.

SDCCE will continue Testing Center operations and assess based on needs of student population and completion outcome data, including geographic needs of students served..

#### **Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

#### **Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

#### **Proposed Completion Date**

06/30/2024

#### **Adult Ed Metrics and Student Barriers**

- 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)

#### **Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva
Sarah Vielma

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#### **Activity Name \***

Digital Equity and Inclusion

#### **Objective that Applies to this Activity**

Address Educational Needs

#### **Brief Description of Activity \***

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.

Align and integrate Digital Equity and Inclusion Workplan with plans and activities for SEMP Taskforce #1: Onboarding and SEMP Taskforce #2: Marketing/Outreach and SEMP Taskforce #4 Transitions and the Student Journey

See comprehensive Digital Equity and Inclusion Workplan which includes key plan elements: 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 development of tutoring models 7) Technology Access Project (TAP) 8) Digital navigator model and WBL models 9) Community partnerships 10) policy and advocacy

Develop outcomes for each of the elements and assign personnel and workgroups under the Access Retention and Completion (ARC) Committee at SDCCE for each of the Digital Equity Plan Elements.

#### **Short-Term Outcomes (12 Months) \***

Align and integrate Digital Equity Workplan with plans and activities for SEMP Taskforce #1: Onboarding and SEMP Taskforce #2: Marketing/Outreach -and SEMP Taskforce #4 Transitions and the Student Journey

Develop outcomes for each of the elements and assign personnel and workgroups under the Access Retention and Completion (ARC) Committee at SDCCE for each of the Digital Equity Plan Elements.

#### **Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Develop and incorporate new Digital Equity workplan outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

#### **Proposed Completion Date**

06/30/2025

#### **Adult Ed Metrics and Student Barriers**

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

#### **Responsible person(s)**

Name
Michelle Fischthal

#### **Activity Name \***

Open Educational Resources

#### **Objective that Applies to this Activity**

Address Educational Needs

#### **Brief Description of Activity \***

Increase the presence of OER in CAEP Instructional programs by raising awareness of OER and generating broad participation by programs, faculty, and students; coordinating initiatives to assist faculty with locating and adapting OER into curriculum; and training, educating, and guiding faculty in open content production, utilization and publishing.

#### **Short-Term Outcomes (12 Months) \***

Continue to support an OER/Zero Textbook Faculty Coordinator.

Continue to build out the Canvas OER Resource Site.

Identify additional funding or faculty development support.

Determine model for staffing and needed Nonpersonnel items to support OER Project and allocate resources.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Develop and incorporate new OER Project plans

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcome

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: 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)

**Responsible person(s)**

Name
Michelle Fischthal

**Activity Name \***

Career Pathways & IET

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Develop career pathways for adult learners seeking to explore different career opportunities and efforts to better prepare, both current and prospective students, for college.

Faculty work on creation and approval of new Introductory courses and pairing with CTE courses for enhanced career pathway options.

Clearly document and communicate academic and career pathways in a way that is easy for students to understand.

Develop communications and marketing internal and external processes for promotions of Introductory CTE courses.

Conduct "pre-college" outreach related to Career Pathways

Continue to implement and Improve successful Integrated Education and Training (IET) and VESL Models between WIOA II programs (ESL/ASE/ABE) and CTE Programming.

Adjust the tracking of WIOA II "co-enrollment" reports from PRIE with data about concurrent and sequential enrollment by specific course.

Support enhanced interdisciplinary program development

Improve guided educational planning for ESL students transitioning to CTE courses.

Develop and implement career modules in ESL/ASE/ABE programming for traditional AE learners to have access to contextualized, zero-cost modular lessons to gain the necessary skills to succeed in the targeted career education programs.

**Short-Term Outcomes (12 Months) \***

Clearly document and communicate academic and career pathways in a way that is easy for students to understand.

Develop communications and marketing internal and external processes for promotions of Introductory CTE courses.

Conduct "pre-college" outreach related to Career Pathways

Continue to implement and Improve successful Integrated Education and Training (IET) and VESL Models between WIOA II programs (ESL/ASE/ABE) and CTE Programming.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Increase access to new populations of students

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- 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)

**Responsible person(s)**

Name
Michelle Fischthal

**Activity Name \***

High School Diploma Programming & Partnerships

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

The one common CAEP program area between member agencies is the Adult Education Joint High School Diploma (HSD) program offered collaboratively by SDUSD and SDCCE. The Joint HSD was established in 1980 and is governed in accordance with State Ed Code and SDUSD Board and Administrative Policy.

As part of the instructional model at SDUSD the creation and expansion of lessons and curriculum to provide clear pathways to employment and further educational pathways.

Align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, in particular for students without a secondary school degree in other instructional programs.

JECC to report on meetings, agenda topics, and priorities for the year.

Review and update the District to District MOU to ensure the inclusion of language and data sharing between SDUSD Adult Education and SDCCD Noncredit Member agencies that adheres to FERPA. This will allow enhanced collaboration across multiple CAEP programs for the purpose of member agency data on placement, progress/completion and transitions.

SDUSD AE to implement professional development plan to include CASAS, CalPro and OTAN trainings to support data driven instruction using instructional reporting tools within TOPS Pro Enterprise and other systems.

SDUSD: High School Diploma Career Pathways will implement the use of Strengths Inventory assessments and career planning for targeted students to High School Diploma Career Pathways (SDUSD)

SDUSD: Purchase, implement and train instructors and personnel using the Beable technology platform.

This may include exploration and implementation of processes for coordinated student services guidance and advising between member agencies specifically to support noncredit CTE and/pr Credit transitions as appropriate.

Leading to the development of consistent career guidance that support learners in choosing, entering, and staying on a pathway.

Explore how CTE courses may be included and promoted as an elective component of for the Joint HSD.

Engage with Joint HSD Faculty between both institutions on a regular basis , at least once per semester.

Annual review of Joint HSD student outcome data as well as process data. One aspect is to share information regarding the concurrent enrollment and any waivers between member agencies. Ensure waver process is clear and is reciprocal between both member agencies.

Conduct an annual assessment of policies and procedures for the student transcript review, status and access. Make efforts to improve the timeliness for the review of Joint HSD transcripts and issuing the conference of HSD Certificates through Student Services personnel assignments.

Explore noncredit Dual Enrollment opportunities with the State Dual Enrollment Academy to determine opportunities for dual enrollment with regional K-12 programming. For example regional partnership with SDCOE and Juvenile Court Community Schools (JCCS)

Review, Assess, and Update WIOA II Continuous Improvement Plan (CIP) Goals related to HSD programming.

**Short-Term Outcomes (12 Months) \***

Align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, in particular for students without a secondary school degree in other instructional programs.

JECC to report on meetings, agenda topics, and priorities for the year.

Develop a workplan

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze data and make improvements on supporting transitioning SDUSD students from SDUSD to SDCCE so that understand and sign up for Career Bridge Programs through internal and external campaigns

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Responsible person(s)**

Name
Lorie Howell
Michelle Fischthal
Nate Sachdeva
Sarah Vielma

**Activity Name \***

Instructional Modalities & Distance Education

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Continuously improve the quality of distance education through supporting staff development and student supports with an expectation that data will inform and lead to quality and continuous improvement with a focus on student outcomes. Which will inform changes might be required to lead to improvements. Continue to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plan and DE Mentor team across CAEP instructional programs to keep up with emerging DEI best practices Continue to support online course design training and content development (including DesignPLUS) with faculty support, and ICOM course design. Continue to support Design Plus Technologist to support faculty development. Continue support to provide comprehensive and responsive equity-minded training and professional development for online educators. Conduct an Online Equity/Cultural Curriculum Audit Faculty team.

Support new and improved modalities to increase and maximize access and retain students while being to include fully online, hybrid, HyFlex and fully onsite courses which are offered at a variety of times informed by data and student demand.

Finalize and begin to implement plans and activities for SEMP Taskforce #3: Student Centered Scheduling and SEMP Taskforce #5: Program Development and Innovation.

Evaluate and support multiple instructional modalities (on campus, HyFlex, hybrid, fully online) that best support student access and success. New courses developed using faculty assignments. Engage in participatory guidance regarding program offerings/modalities through data collection such as internal and external focus groups, surveys.

ICOM will continue to convert more courses to Distance Education to be professionally developed both asynchronous and synchronous e.g. continue to be flexible, likely with an increased number of hybrid and HyFlex.

Transition instructional courses back to campus based on data collected regarding learner needs and as determined by Program Managers, in the post- closed campus covid recovery environment. This will be with a focus on schedule format and times based on learner needs.

Support instructional programs with Instructional Aides to support classroom management, student engagement, and learning modalities.

Support instructional programs with Project Assistants for non-classroom supports for instructional project management.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce #3: Student Centered Scheduling and SEMP Taskforce #5: Program Development and Innovation.

Continue DE Mentor Plans

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Incorporate new DE Mentor plans

Assign Faculty Mentors and Plans

Assess Outcomes of faculty mentorship program

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- 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)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

**Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva
Sarah Vielma

**Activity Name \***

Instructional PD (FELI/Passport/Other)

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

Offer member agency and consortium Professional Development (PD) opportunities for CAEP instructional programs and that continues to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plans across all units to ensure relevance with emerging best practices including those that strengthen the commitment to effective students experience.

Continue FELI training. Offer in collaboration with SDUSD AE and community agencies referring potential students to SDCCE, including Career Bridge programming.

Continue Passport Training for new Adjuncts, Contracts and Classified positions. Continue Classified professional training to support programming.

Design, develop, implement, and evaluate equity framework for digital learning environments.

Each Instructional program develop Professional Development plans and priorities for the year.

**Short-Term Outcomes (12 Months) \***

Continue FEI training. Offer in collaboration with SDUSD AE and community agencies referring potential students to SDCCE, including Career Bridge programming.

Continue Passport Training for new Adjuncts, Contracts and Classified positions. Continue Classified professional training to support programming.

Design, develop, implement, and evaluate equity framework for digital learning environments.

Each Instructional program develop Professional Development plans and priorities for the year.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- 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 High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva

**Activity Name \***

Instructional Materials Equipment

**Objective that Applies to this Activity**

Address Educational Needs

**Brief Description of Activity \***

For new and existing CAEP Instructional Programs upgrade classroom equipment to be aligned with new DE modalities as well as industry skills.

Supplies and materials for CAEP programs and courses with up-to-date and relevant supplies to support instruction including consumable items needed for students with financial need.

Review and analyze institutional technology plans for needed classroom equipment upgrades or new equipment, including those for HyFlex classroom supports.

Review and analyze program equipment needs and upgrades for CAEP instructional programs, including a focus on industry standards and innovative instructional practices using technology.

Analyze costs and timelines for equipment needs and allocate funds based on priorities of Institutional and Instructional Program technology needs and plans for equipment upgrades and/or new equipment. This shall be done with a focus on availability of resources, program size, past investments and opportunities for growth.

Assess need and support purchase of supplies - develop plans by CAEP program.

Review and analyze past supplies and book loaning costs and procedures.

Assign personnel to support quotes, requisitions and processing program supplies and equipment.

**Short-Term Outcomes (12 Months) \***

Review and analyze institutional technology plans for needed classroom equipment upgrades or new equipment, including those for HyFlex classroom supports.

Review and analyze program equipment needs and upgrades for CAEP instructional programs, including a focus on industry standards and innovative instructional practices using technology.

Implement an accountability focused book loaning program with written procedures and processes.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Jacqueline Sabanos
Michelle Fischthal
Nate Sachdeva
Sarah Vielma

**Activity Name \***

Current Student Transitions: Foundational AE

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Foundational AE students, from both member agencies, in ABE/ASE/ESL/DSPS CAEP Instructional programs supported to transition to Noncredit CTE and Credit programs. The will include a focus on WIOA II instructional programs and efforts to systematize cross programmatic transition collaborations between instructional courses and providing student supports offerings by the Office of Student Services, including Counseling efforts to enhance and increase the number of students transitioning to CTE and credit College.

Finalize and begin to implement plans and activities for 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.

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

Student Service collaborations between VESL courses and CTE courses based on student career pathway interests.

Implement data reports and conduct comprehensive, collaborative data analysis of the WIOA course students transitioning into CTE. This is called the "Co-Enrollment" Report. Additionally develop, implement and actively analyze other PRIE Transition Reports. Data analysis will be for the purpose of determining trends for transitions, best practices as well as areas for continuous improvement.

Enhance services and students supports for ABE/ASE/ESL/DSPS students to transition to CTE. Include more opportunities for collaborative student supports between instructional faculty and counseling as well a Classified employees so that all personnel are knowledgeable and can actively support transitions.

Promise Scholarship will endeavor to increase the number of FASFA Workshops conducted annually.

Facilitate the process of the credit College Promise outreach team working with students before credit college application.

Update CAEP Student Transition Population diagram.

Develop communication mechanisms, processes and written procedures to enhance collaborations between Student Services, Counseling, and Career Planning for students transitioning from foundational AE programs to CTE and credit, in partnership with Instruction. This includes consistent information sharing of course options and onboarding supports to transition to non-credit CTE and credit Colleges.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for 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.

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Streamline the Promise program process and increase number of students participating to 50 annually within the next three years.

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- 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)

**Responsible person(s)**

Name
Michelle Fischthal
shakerra Carter

**Activity Name \***

Consortium Partner Agency Transitions

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Increase transitions from SDUSD, both AE/HSD students and comprehensive HS graduates from low college going High Schools to enter SDCCE CTE and other CAEP instructional programs as part of post high school education transition and career plans.

This will be done by implementing services and student supports focused on student centered needs that lead to transition from SDUSD to SDCCE.

This strategy may also include charter and alternative secondary school settings in the region such as Juvenile Court and Community School graduates , SDUSD TRACE program completers and the other secondary school Charters.

Determine and utilize a common and systemic methodology to track data to know the rates and success of transitions of students between member agencies.

Develop a process to share enrollment and outcome details required by Community Partner MOUs, including those receiving public workforce funding.

Review and update the District to District MOU to ensure the inclusion of language and data sharing between SDUSD Adult Education and SDCCD Noncredit Member agencies that adheres to FERPA. This will allow enhanced collaboration across multiple CAEP programs for the purpose of member agency data on placement, progress/completion and transitions.

Utilize, share and integrate the use of data for efficient, accurate placement of students into programs and services between member institutions. Explore through state pipeline.

Develop a model for Student Navigator(s) to facilitate student transitions between SDUSD AE and comprehensive school graduates to SDCCE CTE programs. Assign Points of Contact for transitions and onboarding for Member Agency Partners. Specially for SDUSD AE.

Hire, train and support Student Navigators. See Outreach Activity.

Create a communication plan for transition options between Member Agencies and community partner agencies.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Focus on efforts for adult learners who may have departed the K-12 System without a HSD by collaboration on a process and communication to students and their advisors in reviewing all options for secondary school completion and supports to re-engage in school as well as opportunities to move into their Career Pathway of choice through noncredit CTE programming.

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva
Sarah Vielma
shakerra Carter

**Activity Name \***

Outreach Services & Transition Navigators

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

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. Outreach efforts will use culturally-sensitive and adult learner centered recruitment strategies to develop and implement best practice strategies to increase access and awareness and that ultimately leads to enrollment in noncredit CAEP Instructional programs and student supports.

Evaluate, revise, and update annual SDCCE outreach plans and align new activities, including priorities and measurable targets by program and that includes events and staffing assignments, related SEMP Taskforce plans.

Continue and expand CAEP funding for SDCCE Outreach position(s) focused on integration, alignment and communications with Consortium efforts and plans. A focus on outreach between CAEP partner agencies in particular SDUSD AE. This includes assigning Points of Contact to work with Consortium partner agencies.

Incorporate the use of regional data of adult learner target populations (see Transition Population diagram) as well as use of labor Market Information targeting for promoting programming and conducting outreach efforts.

Expand Outreach services to provide direct support in collaboration with CAEP Instructional programs, subject matter experts. Conduct training with outreach staff on programs, including written talking points, scripts, and collateral materials.

Explore options for using more technology mechanisms to conduct outreach efforts that also enables the ability to collect and analyze data on outcomes of outreach that can be used for assessing effectiveness of efforts..

Annually review data from outreach efforts and revise outreach efforts as necessary dependent on results of recruitment of targeted populations Collaborate with CAEP Instruction Services , including with SDUSD AE, to increase coordinated outreach strategies and efforts.

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 to increase access and awareness of CAEP programs, and ultimately lead to enrollments.

Develop and conduct a survey of learners to assess outreach efforts, feedback and effectiveness.

#### **Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce#2: Marketing and Outreach.

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

#### **Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Proposed Completion Date**

06/30/2025

#### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

#### **Responsible person(s)**

Name
shakerra Carter

#### **Activity Name \***

Targeted Marketing & Communications

#### **Objective that Applies to this Activity**

Improve Integration of Services & Transitions

#### **Brief Description of Activity \***

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

Engage in collaborative discussions and transparent communications on marketing plans and efforts with CAEP Partner Agencies, Program leadership, faculty, counseling and campus contacts. This includes revamping and updates for website look and feel, technology, and content maintenance. Will also include marketing collateral materials

Incorporate the use of regional data of adult learners (see Transition Population diagram) as well as use of Labor Market Information to develop targeted marketing efforts for CAEP Instructional and Student Support programs. This includes developing new branding campaigns.

Innovate and develop an annual marketing plan in collaboration with CAEP Instructional programs and subject matter experts, both internal and external.

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

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 to increase access and awareness of CAEP programs, and ultimately lead to enrollments.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce#2: Marketing and Outreach

Align with SEMP Taskforce #1

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

Develop a mechanism to regular assess Marketing Return on Investment investments.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- 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)

**Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva
shakerra Carter

**Activity Name \***

Career and College Transition Programming

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Support student success by promoting career development, self-exploration, and employment strategies for students and recent graduates. Through job search assistance, coaching, and employer engagement assisting students to define educational or career pathways to reach their academic and career potential. This includes a focus on gaining experience from various job opportunities by participating in employer spotlights, career fairs, hiring events, and employer informational activities.

Finalize and begin to implement plans and activities for SEMP Taskforce#1: Student Onboarding and SEMP Taskforce #4 Transitions and the Student Journey.

Continue braided funding for existing and possible new CCT position(s) focused on integration, alignment and communications with Consortium efforts, and plans, including those with Member Agency SDUSD AE.

Support Job Placement by identifying and using relevant tools for student job search.

Activate social media platforms to aid in an employment search.

Develop and implement communications strategies to share information with all CAEP instructional program and counseling faculty.

Utilize and assess effectiveness of communications strategies and use of innovative student friendly technology for CCT programs and services, including employment opportunities and college Promise programming. For example the possible use of district Handshake software.

Collaborate and communicate CCT programming and opportunities with Instructional Deans and faculty as they align with CTE industry advisory boards.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce#1: Student Onboarding and SEMP Taskforce #4 Transitions and the Student Journey.

Continue braided funding for existing and possible new CCT position(s) focused on integration, alignment and communications with Consortium efforts, and plans, including those with Member Agency SDUSD AE.

Support Job Placement by identifying and using relevant tools for student job search.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Invite San Diego Employers to participate in the round table

Work with employers to create new processes for working with students to support job readiness.

Increase the number of workshops, employer spotlights and job shadowing by 20% per year to support student employment.

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
shakerra Carter

**Activity Name \***

Career Planning, Guidance and Educational Plans

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Develop and maintain shared and consistent career guidance that support learners in choosing, entering, and staying on a pathway within and across member agencies.

Institutionalize career counseling and career assessment before educational plans development to increase student persistence in classes.

Increase collaborative efforts to provide student centered career guidance and counseling supports between programs and member agencies. This may include

Collaboratively explore the possibilities for student centered processes to effectively incorporate career plans in the development of student education plans

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

Utilize data including the state's Adult Education to Workforce Dashboard Tool create and support Career Pathways. SDCCE will complete the input of Noncredit CTE course information into Regional repository.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey.

Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Develop a career planning process infrastructure to support implementation of career education planning by 2023/24

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

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)****Name**

Michelle Fischthal

Nate Sachdeva

Sarah Vielma

shakerra Carter

**Activity Name \***

Credit by Exam

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

Develop new and improve pathways between noncredit and credit programs often referred to as "Credit by Exam" by continuous improvement and evaluation of data for the existing processes at SDCCD as well as utilizing national frameworks for noncredit and credit pathway alignment.

Participate in (Association of CC Trustees) Noncredit and Credit Alignment Lab (NCAL)

Conduct assessments, develop workplan and participate in Community of Practices planning meetings to then analyze data and use to develop guidelines to inform and implement stronger alignments between noncredit and credit CTE programming.

Engage in and evaluate student focus group data and feedback.

Review and analyze District Transition Data reports and Credit By Exam information and data

**Short-Term Outcomes (12 Months) \***

Conduct assessments, develop workplan and participate in Community of Practices planning meetings to then analyze data and use to develop guidelines to inform and implement stronger alignments between noncredit and credit CTE programming.

Engage in and evaluate student focus group data and feedback.

Review and analyze District Transition Data reports and Credit By Exam information and data

**Intermediate Outcomes (1-3 Years) \***

Participate in (Association of CC Trustees) Noncredit and Credit Alignment Lab.

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

**Long-Term Outcomes (3-5 Years) \***

Continuation of Intermediate Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

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

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

**Responsible person(s)**

Name
Michelle Fischthal
shakerra Carter

**Activity Name \***

SDWP/LWDB Collaborations

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

As required by WIOA II and as aligned with SDCCD/SDWP Joint Partnership Committee strengthen partnership opportunities and develop a structure to support collaborative activities. This includes engaging in productive working relationship to jointly address workforce needs in the region including advocacy for racial equity in employment in the region.

Advocate for systems and processes for SDUSD Adult Education and SDCCE Noncredit Referrals and Recruitment.

Assign staff to actively engage to ensure the continuation of programming and process awareness between the Metro region Adult Education entities, SDCCE and SDUSD.

Include in marketing efforts contacts with AJCC and Youth WIOA I contacts for CAEP instructional program recruitment and offerings.

State advocacy for support in WIOA II, CAEP and WIOA I (CalJOBS) MIS data system sharing agreements.

Examine and determine how SDCCE CCT programming opportunities Job Placement & Employability collaborations.

Increase connections between WIOA II and WIOA I collaborations for co-enrollments. (CDE directive)

**Short-Term Outcomes (12 Months) \***

Determine SDCCD/SDWP Joint Partnership Committee Plans and objectives for year.

State advocacy for support in WIOA II, CAEP and WIOA I (CalJOBS) MIS data system sharing agreements.

Examine and determine how SDCCE CCT programming opportunities Job Placement & Employability collaborations.

Increase connections between WIOA II and WIOA I collaborations for co-enrollments. (CDE directive)

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

**Responsible person(s)**

Name
Kelly Henwood
Michelle Fischthal
Nate Sachdeva
Sarah Vielma
shakerra Carter

**Activity Name \***

Consortium Governance Effectiveness

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Engage in continuous improvement activities to ensure SDAERC effectiveness and accountability. This will be accomplished by actively collecting and analyzing quantitative data and feedback of consortium effective operations. Include areas of accountability related to measures of evaluation, funding analysis, governance and collaboration, membership, planning, and reporting. regular analysis of these aspects of consortium accountability will inform adjustments as needed.

Support staffing that assists with Consortium administrative, planning and fiscal management and reporting efforts, including new positions as determined appropriate.

Conduct CAEP Road Shows and other mechanisms for sharing Strategic Plan with internal constituencies and meeting and governance structures as well as with regional consortium partner agencies.

Conduct Annual Consortium Effectiveness Survey and analyze feedback to help improve related areas of SDAERC accountability and effectiveness.

Update SDAERC Bylaws using the new state Certification Fiscal Administrative Declaration (CFAD) questions as a guide.

Review SDAERC membership representatives. This includes those of funded member agencies, as well as consideration for representation from partner agencies involved with adult learner services in the region. This will be don't in part to ensure involvement from all public, nonprofit, and workforce entities that serve as conduits for transitioning adult learners.

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 SEMP and Strategic and Annual plans. Including engaging on a regular basis with member partner agencies, constituencies in the Region such as those in the public sector (City and County), Local Workforce Development Board (LWDB), and Community Based Organizations.

For CAEP Resource Requests and Budget Allocations, update the procedures, processes and forms. Institute a process for increased avenues to inform and engage the Consortium in its duty for CAEP Funding fiscal accountability.

Stay engaged in the leadership of the CAEP Super Region as one of the largest consortia in San Diego County. Continue and enhance regular SDAERC information sharing and communications. This may include forming task groups, committees as well as regular consortium communications. Such as newsletters, website and other mediums.

Advocate for Adult Education and Noncredit Education across the state of California, including the Community College System, alignment with WIOA I Career Center Workforce Services, Strong Workforce Program (SWP) CTE programming, Disability services, as well as other advocacy efforts directly tied to the needs of adult leaner in the region.

**Short-Term Outcomes (12 Months) \***

Update SDAERC Bylaws using the new state Certification Fiscal Administrative Declaration (CFAD) questions as a guide. Review SDAERC membership representatives.

Resource Requests and Budget Allocations, update the procedures, processes and forms.

Develop and sustain new community partnerships to support adult learners and meet Consortium objectives

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

#### Responsible person(s)

Name
Kelly Henwood
Michelle Fischthal
Sarah Vielma
shakerra Carter

#### Activity Name \*

Strategic Enrollment Management Planning (SEMP)

#### Objective that Applies to this Activity

Improve Effectiveness of Services

#### Brief Description of Activity \*

SDCCE will sustain SEMP process to re-envision and redesign the institution with the lens of addressing barriers and gaps in services. The SEMP will focus efforts to address systemic challenges facing member Agency SDCCE so that it can build back to the future.

See references to SDCCCE SEMP Taskforce throughout the strategic plan related to Addressing Education Needs and Integration and Transition. The SEMP taskforce have not finalized the key strategies and actions but will have these drafted and approved by end of Summer 2022 or Fall 2022.

The most critical short term activities that have seem to risen in the SEMP process are those related to improving effectiveness of the key student experience measures most related to SEMP Taskforce #1: Onboarding; SEMP Taskforce #2: Marketing and Outreach; and SEMP Taskforce #4: Transitions and the Student Journey. As the plans and activities are developed from the SEMP, it will be ensured these are tied to SDAERC actions, communications and reporting as appropriate.

#### Short-Term Outcomes (12 Months) \*

The most critical short term activities SEMP Taskforce #1: Onboarding; SEMP Taskforce #2: Marketing and Outreach; and SEMP Taskforce #4: Transitions and the Student Journey.

As the plans and activities are developed from the SEMP, it will be ensured these are tied to SDAERC actions, communications and reporting as appropriate.

#### Intermediate Outcomes (1-3 Years) \*

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### Long-Term Outcomes (3-5 Years) \*

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### Proposed Completion Date

06/30/2024

#### Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

#### Responsible person(s)

Name
Michelle Fischthal
shakerra Carter

**Activity Name \***

Student Onboarding

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

SDCCE Student Onboarding Taskforce #1 is the only SEMP taskforce that wasn't directly referenced under the two state categories of 1) Addressing Educational Needs or 2) Integration and Transition as its a critical area of gaps in service leading to improving effectiveness for SDCCE for all CAEP programming. Although onboarding affects many areas of the plan, it is an actual mechanism for enrollment into CAEP courses that has proven challenging, in particular many areas arose due to the COVID pandemic environment and the drastic reduction in student enrollments in courses. The student enrollment and onboarding process will focus on the whole continuum of SDCCE onboarding beginning with orientation, application, assessment, intake form, education planning and through to point of actual enrollment in academic courses. The new onboarding enrollment processes will support student access, retention and success. Vice Presidents, Managers and Leads, SEMP taskforce members.

**Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce #1: Student Onboarding. Align with SEMP Taskforce #2: Marketing and Outreach as well as SEMP Taskforce #4: Transitions and the Student Journey. Adopt a new student application process and technologies that meet MIS and reporting requirements. This may include movement to non-credit CCCApply. Revise, as needed, and develop new orientation processes and technologies. This may include both online and in-person protocols.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2024

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Michelle Fischthal
shakerra Carter

**Activity Name \***

Data, Research and Analysis

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Continue to improve and enhance "data driven decision making" for CAEP Instructional Program and CAEP Projects. Note: This was a goal from last three year CAEP plan. This will include an emphasis on CAEP instruction program data, analysis, and research that leads to action and supports achieving CAEP strategic plan outcomes including 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 strategic 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 focuses 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 transitions strategies and activities. Engage in regular information sharing, dialogue and analysis.

CAEP Instructional programs, including those of member organization, will partner with PRIE to host PD opportunities that take data into action and ultimately improve students outcome 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.

#### **Short-Term Outcomes (12 Months) \***

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 and other regional data, research and analysis, with the CAEP strategic and annual plans as well as the finalized plans and activities for SEMP Taskforce groups

#### **Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Proposed Completion Date**

06/30/2025

#### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

#### **Responsible person(s)**

<b>Name</b>
Jessica Luedtke

#### **Activity Name \***

Member to Member Agency Student Transition Data

#### **Objective that Applies to this Activity**

Improve Effectiveness of Services

#### **Brief Description of Activity \***

As a long standing gap between member agencies, developing a methodology for data sharing, collection, reporting and analysis of students between member and partner agencies.

Review and update the District to District MOU to ensure the inclusion of language and data sharing between SDUSD Adult Education and SDCCD Noncredit Member agencies that adheres to FERPA. This will allow enhanced collaboration across multiple CAEP programs for the purpose of member agency data on placement, progress/completion and transitions.

Develop protocols and agreements with community based partners based on MOU for serving adult learners to share student outcome information that align with FERPA. For example: Second Chance DOL Project and Somali Bantu Association EDD/IET Project.

Explore ability to use the data collected through the State Adult Education pipeline to inform career pathways..

#### **Short-Term Outcomes (12 Months) \***

Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey. Also see Strategic Plan strategy and outcomes related to Integration and Transitions.

Review and update district to district MOU to include Noncredit and AE.

#### **Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

#### **Proposed Completion Date**

06/30/2024

#### **Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

#### **Responsible person(s)**

Name
Michelle Barton
Nate Sachdeva
Sarah Vielma
shakerra Carter

#### **Activity Name \***

(PD) to Support CAEP Goals & Activities

#### **Objective that Applies to this Activity**

Improve Effectiveness of Services

#### **Brief Description of Activity \***

To support SDAERC strategies, host and sponsor member agency and consortium professional development efforts.

Utilize cross-departmental and cross-organizational approaches for planning professional development that align to CAEP strategies and priorities.

Include PD that leads to skills for all classifications towards the efficient use of modern educational technology tools that increases effectiveness of systems, processes and procedures. in particular those that impact the best use of employee human resources and ultimately the student experience.

Plan SDCCE Classified employee PD, such as the STAR Conference as well as other PD that directly and intentionally aligns with eliminating gaps, improving effectiveness of SDDCCE CAEP programs and moving forward the CAEP strategies and activities. Including an emphasis on SEMP goals and activities.

Use State CAEP Webinars and PD as a way to engage and address gaps using a cross-program and Consortium member agency team approach.

#### **Short-Term Outcomes (12 Months) \***

Utilize cross-departmental and cross-organizational approaches for planning professional development that align to CAEP strategies and priorities.

Plan SDCCE Classified employee PD, that directly and intentionally aligns with eliminating gaps, improving effectiveness of SDDCCE CAEP programs and moving forward the CAEP strategies and activities

Use State CAEP Webinars and PD as a way to engage and address gaps using a cross-program and Consortium member agency team approach.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

**Responsible person(s)**

Name
Michelle Fischthal
Nate Sachdeva
Sarah Vielma
shakerra Carter

**Activity Name \***

Personnel for Accountability Consortium/Programs

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

Increase accountability for consortium financial oversight and communications. Consortium Director.

Continue to support instructional administrative capacity to perform supports for CAEP instructional programs (see list of priorities for program assistants).

Provide Consortium accounting supports related to the increased reporting and accountability associated with CAEP and the SDAERC.

Assess and hire for additional personnel positions related to CAEP instructional programs, or student supports as well as administrative staffing activities that arise as gaps effecting effectiveness of CAEP instructional programs, student supports or consortium level effectiveness arise.

Review the use of technology for CAEP Instructional programs and identify gaps for effectiveness that action can be taken.

**Short-Term Outcomes (12 Months) \***

Assess and hire for additional personnel positions related to CAEP instructional programs, or student supports as well as administrative staffing activities that arise as gaps effecting effectiveness of CAEP instructional programs, student supports or consortium level effectiveness arise.

Review the use of technology for CAEP Instructional programs and identify gaps for effectiveness that action can be taken.

**Intermediate Outcomes (1-3 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Long-Term Outcomes (3-5 Years) \***

Continuation of Short Term Outcomes

Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

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

**Responsible person(s)**

Name
Jacqueline Sabanos
Kelly Henwood
Michelle Fischthal
Nate Sachdeva

## Funds Evaluation

### Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#"><u>San Diego CCD</u></a>	\$28,397,518	Certified
<a href="#"><u>San Diego Unified</u></a>	\$1,724,832	Certified
<b>Totals</b>	<b>\$30,122,350</b>	<b>2/2 Certified</b>

**Funds Evaluation \***

While the new PY 22/23 Member Agency CAEP Budgets have not been submitted. Both member's institutional level beginning of the year budget processes are currently being developed. For both member agencies will align budgets with CAEP strategies and activities.

This includes hiring/assigning Personnel or Nonpersonnel related costs to support the Strategic Enrollment Managing Plan (SEMP). This may include contracts for technology and consulting supports. Additionally there will be personnel to support Consortium and member agency accountability for financials, data reporting and analysis, and consortium administration. Professional Development will also be key item for budget development. Additionally there will be nonclassroom Instructional salaries for new course work and course alignment, and funding for non-personnel instructional materials and equipment, and finally allocations for outreach and marketing.

There will be a continuation of contract classified (non instructional/nonfaculty) positions related to CAEP instructional program coordination and accountability related to Consortium administration. There are also currently SDCCE CAEP funds allocated for approved contract classified positions for instructional program supports, research/data and finally financial overnight.

Other Sources of funding that will support CAEP Strategic Plan and related Institutional strategies may be used in a "braided" and "leveraged" approach. This includes the following funds for both agencies, as applicable: WIOA II AEFLA, Strong Workforce, and CalWORKs. For SDCCE will also include funds such as "Apportionment" General Funds, Student Equity and Achievement Program (SEP, SSSP, BSI) and HEERF.

see all Attachments in the supporting documentation section of NOVA including:

1. Transitions Populations
2. Outcomes & Indictors
3. Strategic Plan Presentation to Consortium
4. Consortium Effectiveness Report (2022)

## Certification

### San Diego CCD - Member Representative

**Kelly Henwood**  
Special Projects Manager  
[khenwood@sdccd.edu](mailto:khenwood@sdccd.edu)  
(619) 388-4896

**Michelle Fischthal**  
Vice President of Instruction  
[mfischth@sdccd.edu](mailto:mfischth@sdccd.edu)

Approved by Kelly Henwood

06/29/2022 08:47 PM PDT

### San Diego Unified - Member Representative

**Nate Sachdeva**  
Program Manager  
[nsachdeva@sandi.net](mailto:nsachdeva@sandi.net)  
(619) 813-6490

**Sarah Vielma**  
Director, College, Career and Technical Education  
[svielma@sandi.net](mailto:svielma@sandi.net)

Awaiting Approval



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<b><u>Adult Education Learner - Shared and Unique Populations</u></b>								
SDUSD Traditional High School Graduate Student (age 18)	SDUSD Student who did not complete HSD (ages 18+ years)	SDUSD Opportunity Youth 18-22 dropped out and/or are unemployed	SDUSD ELL “aging out”	Adults 20+ without a HSD/HSE	Adults who need English skills, citizenship	SDCE CTE Student	Undecided Adult Learner	AE Graduate
Transition to ↓	Transition to ↓	Transition to ↓	Transition to ↓	Transition to ↓	Transition to ↓	Transition to ↓	Transition to ↓	Transition to ↓
SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ASE or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ESL &/or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ASE &/or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ESL ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	Employment &/or SDCCD credit	Career Exploration to determine SDCE coursework ↓ CTE ↓ Employment &/or SDCCD credit	SDCE, Credit or CTE

State Defined Objective Categories	Strategies (Goals) Descriptions	Activities by Name	Description of Activity: (which agency or individuals will carry out the activity, deliverables how it contributes to outcomes)	Short term outcomes (12 months)	Intermediate Outcomes (1-3 years)	Long Term Outcomes(3-5 years)
Address Educational Needs			<p>Grow back CAEP instructional program enrollment to support the adult learner community in the region. This will be accomplished by creating, revising, and diversifying the curriculum and course offerings that provide clear pathways to employment and further education. This Strategy will reflect community need and labor market demand with an emphasis on diversity, equity, inclusion, social justice, and anti-racist lenses.</p> <p>CAEP instructional programs will continue to use data to assess program need, effectiveness from an adult learner and labor market perspective. This includes a close correlation to changing demands for Distance Education from learners, and need to improved technology in the classroom and in the workplace of the labor market.</p> <p>A close lens will be given to student-centered scheduling accomplished through increased data review, internal and external communication, improved schedule development processes as well as data exchange and collaboration between departments.</p>			
	1 New and Updated Courses and Certificates		<p>SEMP Taskforce #6 by increase the number of new courses and updated course outlines and materials to increase occupational skills gains and workforce preparation. This will also include identifying a structure for creating strategy and identifying programs, including industry, community and faculty and student voices. Looking at trends in San Diego and gaps. Increase innovation related to special population curriculum needs. And finally ensuring inclusion of curriculum supporting student transitions/transfer.</p> <p>(Faculty, Curriculum Analyst/Committee, Vice President of Instruction, Instructional Deans )</p>	<p>Finalize and begin to implement plans and activities for SEMP Taskforce #3: Student Centered Scheduling and SEMP Taskforce #5: Program Development and Innovation.</p> <p>SDUSD AE Instructors and Program Manager courses and course outlines to improve alignment with Career and College Readiness Content Standards and incorporating a mastery learning model.</p> <p>Continue ISO staffing personnel and faculty assignments to support curriculum development and approval, integration of DEIA, and instructional technology.</p> <p>Develop and align annual SDCCCE Curriculum Committee priorities, including supporting comprehensive and responsive equity-minded training and professional development for online educators to support course and content updates.</p> <p>Continue to explore and support Work Based Learning (WBL), based on Faculty input, including establishment of baseline information for WBL services. Exploring feasibility and implementation of a faculty externship program. Developing modules and activities for collaborative industry WBL projects, and other industry assisted classroom experiences .</p> <p>Explore tutoring structural options, based on new Ed Code Section 58170, with Faculty input.</p>	<p>Continuation of Short Term Outcomes</p> <p>Finalize courses and course outlines with focus on CCR Standards.</p> <p>Introduce mastery learning model to support literacy gains.</p> <p>Continue to review current courses that are no longer in demand, being offered, or have low enrollment.</p> <p>Identify and obtain tools to foster continuous improvement in course delivery and content.</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.</p>	Continuation of Intermediate Outcomes
	2 New and Updated Courses and Certificates - Career Pathways & Bridge Programming		<p>Increase Workforce Preparation certificate offerings, including short-term "Career Bridge" Workforce Prep Certificates that combining introductory CTE with College and Career Readiness (CCR) courses. This will be accomplished by increasing interdisciplinary work across instructional programs student services, marketing and outreach efforts.</p> <p>(Faculty, Curriculum Analyst/Committee, Vice President of Instruction, Instructional Deans in partnership with SDUSD AE)</p>	<p>Align with plans and activities for SEMP Taskforce #4: Transitions and the Student Journey.</p> <p>Continue with current approved Career Bridge offerings and promotions to transition populations from ASE, ESL and SDUSD graduates.</p> <p>Support interdisciplinary program development and communications for Career Bridge Programs between various instructional and Counseling Faculty and Classified Staff, including outreach.</p> <p>Increase instructional collaboration, including with SDUSD AE, between College and Career Readiness (CCR) course and areas high schools to promote Career Bridge Planning graduating high school seniors.</p>	<p>Continuation of Short Term Outcomes</p> <p>Develop new Career Bridge offerings</p> <p>Analyze data and make adjustments on supporting transition regulations to understand and sign up for Career Bridge Programs through internal and external campaigns</p> <p>Develop new Career Bridge offerings</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.</p>	Continuation of Intermediate Outcomes
	3 New and Updated Courses and Certificates - High School Equivalency Programs		<p>Expand and Improve High School Equivalency (HSE) offerings, including potential new offerings by SDUSD AE. Improve HSE ability to respond to community needs and achieve certification outcomes.</p> <p>(SDUSD Manager and instructors, ASE Faculty, JECC, Vice President of Instruction, Instructional Dean of ASE)</p>	<p>Align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, in particular for students without a secondary school degree in other instructional programs.</p> <p>SDUSD explore developing new HSE instructional offerings and new course options.</p> <p>Develop revised courses and materials for English and Spanish HSE.</p> <p>Utilize JECC to vet HSE course options and changes for both institutions.</p> <p>Attend state HSE trainings and review best practice models.</p> <p>Review data on HSE course and program completions and attainment of certificates.</p> <p>Continue Testing Center operations and assess based on needs of student population and completion outcome data.</p> <p>Assess data on rate and timelines for HSE course completion measured by the number of students who satisfied completion requirements.</p> <p>Create new Online Skills courses and modules as well as a new online ASE orientation.</p> <p>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.</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.</p>	Continuation of Intermediate Outcomes
	4 New and Updated Course, Modalities & Courses - Digital Equity and Inclusion		<p>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.</p> <p>(Faculty, Vice Presidents, Instructional Deans, Consortium Lead)</p>	<p>Align and integrate Digital Equity Workplan with plans and activities for SEMP Taskforce #1: Onboarding and SEMP Taskforce #2: Marketing/Outreach and SEMP Taskforce #4 Transitions and the Student Journey</p> <p>See comprehensive Digital Equity Workplan which includes key plan elements: 1) Data 2) Assessment of needs as part of onboarding and enrollment 3) Data 4) Planning and development of existing and development of new program digital learning for apprenticeship courses and/or workbased (non-apprenticeship) 5) Develop a plan for campus facilities space for learning and tutoring centers 6) Exploring development of tutoring models 7) Technology Access Project (TAP) 8) Digital navigator model and WBL models 9) Community partnerships 10) policy and advocacy</p> <p>Develop outcomes for each of the elements and assign personnel and workgroups under the Access Retention and Completion (ARC) Committee at SDCCCE for each of the Digital Equity Plan Elements.</p> <p>-</p>	<p>Continuation of Short Term Outcomes</p> <p>Develop and incorporate new Digital Equity workplan outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	Continuation of Intermediate Outcomes
	5 New and Increased Effective Instructional Modalities - Open Educational Resources		<p>Increase the presence of OER in CAEP instructional programs by raising awareness of OER and generating broad participation by programs, faculty, and students; coordinating initiatives to assist faculty with locating and adapting OER into curriculum; and training, educating, and guiding faculty in open content production, utilization and publishing.</p> <p>(Faculty, Curriculum Analyst/Committee, Vice President of Instruction, Instructional Deans)</p>	<p>Continue to support an EAR/Zero Textbook Faculty Coordinator.</p> <p>Continue to build out the Canvas OER Resource Site.</p> <p>Identify additional funding or faculty development support.</p> <p>Determine model for staffing and needed Nonpersonnel items to support OER Project and allocate resources.</p>	<p>Continuation of Short Term Outcomes</p> <p>Develop and incorporate new OER Project plans</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.</p>	Continuation of Intermediate Outcomes

State Defined Objective Categories	Strategies (Goals) Descriptions	Activities by Name	Description of Activity: (which agency or individuals will carry out the activity, deliverables how it contributes to outcomes)	Short term outcomes (12 months)	Intermediate Outcomes (1-3 years)	Long Term Outcomes(3-5 years)
	6 New and Increased Effective Instructional Modalities - Diversity Equity and Inclusion	Through Professional Development such as Passport to Success, FELI and other opportunities, bring in trainings and speakers that support DEI instructional methods. (Faculty, Vice Presidents, Instructional Deans, personnel from Instructional Services and Student Services)	Continue Five Day Experience Leadership FELI training based on Academy for College Excellence Model which also supports the College and Career Readiness (CCR) course as part of the Joint HSD requirements. Determine FELI schedule so that Member Agencies agency and potential community partners can attend. Increase the number and availability of CCR Instructors to meet student and program need from both member agencies.  Design, develop, implement, and evaluate equity framework for digital learning environments.  Develop and analyze Professional Development Plans by CAEP instructional programs and ensure DEI alignment. Collaborate and align with Student Equity Program (SEP) plans, Manager, and other personnel.	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes
	7 New and Increased Effective Instructional Modalities - Career Pathways & IET	Develop career pathways for adult learners seeking to explore different career opportunities and efforts to better prepare, both current and prospective students, for college. (Faculty, Curriculum Analyst/Committee, Vice President of Instruction, Instructional Deans)	Facilitate work on creation and approval of new introductory courses and pairing with CTE courses for enhanced career pathway options.  Clearly document and communicate academic and career pathways in a way that is easy for students to understand.  Develop communications and marketing internal and external processes for promotions of introductory CTE courses.  Conduct "pre-college" outreach related to Career Pathways  Continue to implement and improve successful Integrated Education and Training (IET) and VESL Models between WIOA II programs (ESL/ASE/ABE) and CTE Programming.  Adjust the tracking of WIOA II "co-enrollment" reports from PRIE with data about concurrent and sequential enrollment by specific course.  Support enhanced interdisciplinary program development  Improve guided educational planning for ESL students transitioning to CTE courses.  Develop and implement career modules in ESL/ASE/ABE programming for traditional AE learners to have access to contextualized, zero-cost modular lessons to gain the necessary skills to succeed in the targeted career education programs.	Continuation of Short Term Outcomes  Increase access to new populations of students  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes
	8 New and Updated Course, Modalities & Courses - High School Diploma Programming & Partnerships	The one common CAEP program area between member agencies is the Adult Education Joint High School Diploma (HSD) program offered collaboratively by SDUSD and SDCCCE. The Joint HSD was established in 1980 and is governed in accordance with State Ed Code and SDUSD Board and Administrative Policy.  As part of the instructional model at SDUSD the creation and expansion of lessons and curriculum to provide clear pathways to employment and further educational pathways.  (ASE Faculty, SDUSD Instructors, Vice President of Instruction, JECC, ASE Instructional Dean, SDUSD Managers, )	Align with plans and activities for SEMP Taskforce #1: Onboarding and Taskforce #4: Transitions and the Student Journey, in particular for students without a secondary school degree in other instructional programs.  JECC to report on meetings, agenda topics, and priorities for the year.  Review and update the District to District MOU to ensure the inclusion of language and data sharing between SDUSD Adult Education and SDCCD Noncredit Member agencies that adheres to FERPA. This will allow enhanced collaboration across multiple CAEP programs for the purpose of member agency data on placement, progress/completion and transitions.  SDUSD AE to implement professional development plan to include CASAS, Caliro and OTAN trainings to support data driven instruction using instructional reporting tools within SDPS/Pro Entrance and other systems.	Continuation of Short Term Outcomes  Explore increased Dual Enrollment opportunities with the State Dual Enrollment Academy to determine opportunities for dual enrollment with regional K-12 programming. For example regional partnership with SDCC and Juvenile Court Community Schools (JCCS).  Analyze data and make improvements on supporting transitioning SDUSD students from various sources.	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes
	9 New and Increased Effective Instructional Modalities - Distance Education	Continuously improve the quality of distance education through supporting staff development and student supports with an expectation that data will inform and lead to quality and continuous improvement with a focus on student outcomes. Which will inform changes might be required to lead to improvements  (Faculty, Curriculum Analyst/Committee, Vice President of Instruction, Instructional Deans)	Continue to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plan and DE Mentor team across CAEP instructional programs to keep up with emerging DE best practices  Continue to support online course design training and content development (including DesignPLUS) with faculty support, and ICOM course design. Continue to support Design Plus Technologist to support faculty development.  Continue to provide comprehensive and responsive equity-minded training and professional development for online educators. Conduct an Online Equity/Cultural Curriculum Audit Faculty team.	Continuation of Short Term Outcomes  Incorporate new DE Mentor plans Assign Faculty Mentors and Plans Assess Outcomes of faculty mentorship program Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes
	10 New and Increased Effective Instructional Modalities	Support new and improved modalities to increase and maximize access and retain students while being to include fully online, hybrid, HyFlex and fully onsite courses which are offered at a variety of times informed by data and student demand.  (Faculty, Vice President of Instruction, Instructional Deans, Curriculum Analyst, Instructional Services Office personnel)	Finalize and begin to implement plans and activities for SEMP Taskforce #3: Student Centered Scheduling and SEMP Taskforce #5: Program Development and Innovation.  Evaluate and support multiple instructional modalities (on campus, HyFlex, hybrid, fully online) that best support student access and success. New courses developed using faculty assignments. Engage in participatory guidance regarding program offerings, modalities through data collection such as internal and external focus groups, surveys.  ICOM will continue to convert more courses to Distance Education to be professionally developed both asynchronous and synchronous e.g. continue to be flexible, likely with an increased number of hybrid and HyFlex.  Transition instructional courses back to campus based on data collected regarding learner needs and as determined by Program Managers, in the post- closed campus covid recovery environment. This will be with a focus on schedule format and times based on learner needs.  Support instructional programs with Instructional Aides to support classroom management, student engagement, and learning modalities.  Support instructional programs with Project Assistants for non-classroom supports for instructional project management.	Continuation of Short Term Outcomes  Measure and analyze increase student access and completion. Goals is to do so by 5-15%  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes
	11 Instructional Professional Development	Offer member agency and consortium Professional Development (PD) opportunities for CAEP instructional programs and that continues to develop, implement, and evaluate multi-tier, responsive and comprehensive professional development plans across all units to ensure relevance with emerging best practices including those that strengthen the commitment to effective students experience.  (Faculty leadership, PD Committee, Vice President of Instruction, Instructional Deans)	Continue FELI training. Offer in collaboration with SDUSD AE and community agencies referring potential students to SDCC, including Career Bridge programming.  Continue Passport Training for new Adjuncts, Contracts and Classified positions. Continue Classified professional training to support programming.  Design, develop, implement, and evaluate equity framework for digital learning environments.  Each instructional program develop Professional Development plans and priorities for the year.	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes
	12 Instructional Equipment & Equipment	For new and existing CAEP Instructional Programs upgrade classroom equipment to be aligned with new DE modalities as well as industry skills. Supplies and materials for CAEP programs and courses with up-to-date and relevant supplies to support instruction including consumable items needed for students with financial need.  (Faculty, Vice President of Instruction and Administration, Instructional Deans, Accounting and Clerical Personnel)  (Vice Presidents of Instruction and Administration, Instructional Deans, Facilities and IT personnel)	Review and analyze institutional technology plans for needed classroom equipment upgrades or new equipment, including those for HyFlex classroom supports.  Review and analyze program equipment needs and upgrades for CAEP instructional programs, including a focus on industry standards and innovative instructional practices using technology.  Analyze costs and timelines for equipment needs and allocate funds based on priorities of Institutional and Instructional Program technology needs and plans for equipment upgrades and/or new equipment. This shall be done with a focus on availability of resources, program size, past investments and opportunities for growth.	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability.	Continuation of Intermediate Outcomes	Continuation of Intermediate Outcomes

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Improve Integration of Services & Transitions	Increase and systematize student centered transitional pathways by enhancing and expanding supports and practices to careers and college, both noncredit and credit. This will include identifying the gaps in the system and creating a plan to address them. This will include aligning student support services and credit college offerings to credit alignment such as promise scholarships and "credit by exam" promotions. Along with collaboration with National support agencies and opportunities for noncredit to credit alignment.					
	1 Current Student Transitions: Foundational AE students (ABE/ASE/ESL/DSPS ) supported to transition to CTE and Credit		<p>Foundational AE students, from both member agencies, in ABE/ASE/ESL/DSPS CAEP instructional programs supported to transition to Noncredit CTE and Credit programs. This will include a focus on WIDA II instructional programs and efforts to systematize cross programmatic transition collaborations between instructional courses and providing student support offerings by the Office of Student Services, including Counseling efforts to enhance and increase the number of students transitioning to CTE and credit College.</p> <p>Promise Program to help current SDCC students access to community college credit colleges, by removing financial barriers and providing wrap around support at San Diego City, Mesa, and Miramar colleges. The program offers grants to those who demonstrate financial need to offset the cost of textbooks and instructional supplies, and engages all students in a learning community promoting academic success. This is done through leveraging funds provided by the state of California with the support of philanthropic donors.</p> <p>(Faculty, Vice President of Instruction and Student Services, Instructional Deans, Student Services Deans, SEMP Taskforce members, Personnel from Office of Student Services)</p>	<p>Finalize and begin to implement plans and activities for 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.</p> <p>Align with the finalized plan and activities for SEMP Taskforce #1: Onboarding</p> <p>Student Service collaborations between VESL courses and CTE courses based on student career pathway interests.</p> <p>Implement data reports and conduct comprehensive, collaborative data analysis of the WIDA course students transitioning into CTE. This is called the "Co-Enrollment" Report. Additionally develop, implement and actively analyze other PRIE Transition Reports. Data analysis will be for the purpose of determining trends for transitions, best practices as well as areas for continuous improvement.</p> <p>Enhance services and students supports for ABE/ASE/ESL/DSPS students to transition to CTE. Include more opportunities for collaborative student supports between instructional faculty and counseling as well as classified employees so that all personnel are knowledgeable and can actively support transitions.</p> <p>Promise Scholarship will endeavor to increase the number of FAFSA Workshops conducted annually.</p> <p>Facilitate the process of the credit College Promise outreach team working with students before credit college application.</p> <p>Update CAEP Student Transition Population diagram.</p> <p>Develop communication mechanisms, processes and written procedures to enhance collaborations between Student Services, Counseling, and Career Planning for students transitioning from foundational AE programs to CTE and credit, in partnership with Instruction. This includes consistent information sharing of course options and onboarding supports to transition to non-credit CTE and credit Colleges.</p>	Continuation of Short Term Outcomes	Continuation of Short Term Outcomes
	2 Consortium Partner Agency Transitions				Continuation of Short Term Outcomes	Continuation of Short Term Outcomes

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	3 Outreach Services & Transition Navigators		<p>Create and Enhance Recruitment and Outreach Efforts, within and between Consortium and Member Agencies, to increase access and awareness of adult learner communities through increasing access to and awareness of CAEP instructional programs, opportunities leading to career employment, and/or other transitional pathways. Outreach efforts will use culturally-sensitive and adult learner centered recruitment strategies to develop and implement best practice strategies to increase access and awareness and that ultimately leads to enrollment in noncredit CAEP instructional programs and student supports.</p> <p>(Vice President of Instruction and Student Services, Instructional and Student Services Deans, SEMP Taskforce members, Personnel from Office of Student Services- Outreach, Special Projects Manager in collaboration with Consortium Partner agencies)</p>	<p>Finalize and begin to implement plans and activities for SEMP Taskforce2: Marketing and Outreach.</p> <p>Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding</p> <p>Evaluate, revise, and update annual SDCEE outreach plans and align new activities, including priorities and measurable targets by program and that includes events and staffing assignments, related SEMP Taskforce plans.</p> <p>Continue and expand CAEP funding for SDCEE Outreach position(s) focused on integration, alignment and communications with Consortium efforts and plans. A focus on outreach between CAEP partner agencies in particular SDUSD AE. This includes assigning Points of Contact to work with Consortium partner agencies.</p> <p>Incorporate the use of regional data of adult learner target populations (see Transition Population diagram) as well as use of labor Market Information targeting for promoting programming and conducting outreach efforts.</p> <p>Expand Outreach services to provide direct support in collaboration with CAEP Instructional programs, subject matter experts. Conduct training with outreach staff on programs, including written talking points, scripts, and collateral materials.</p> <p>Explore options for using more technology mechanisms to conduct outreach efforts that also enables the ability to collect and analyze data on outcomes of outreach that can be used for assessing effectiveness of efforts.</p> <p>Annually review data from outreach efforts and revise outreach efforts as necessary dependent on results of recruitment of targeted populations Collaborate with CAEP Instructional Services , including with SDUSD AE, to increase coordinated outreach strategies and efforts.</p> <p>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 to increase access and awareness of CAEP programs, and ultimately lead to enrollments.</p> <p>Develop and conduct a survey of learners to assess outreach efforts, feedback and effectiveness.</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>
	4 Targeted Marketing & Communications		<p>Develop a strategic internal and external communications plan that targets adult learners to be aware and enroll into CAEP programs. Employ innovative marketing efforts with appropriate levels of infrastructure that ultimately leads to course enrollment and alignment with transitional pathways.</p> <p>These efforts will be aligned with SDCEE Public Information Office to collaborate on priorities for internal and external communications with a focus on student access, success and diversity, equity and inclusion of the needs of the adult learners in the region.</p> <p>(Vice President of Instruction and Student Services, Public Information Office, Student Services and Instructional Deans, SEMP Taskforce members)</p>	<p>Finalize and begin to implement plans and activities for SEMP Taskforce2: Marketing and Outreach</p> <p>Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding</p> <p>Engage in collaborative discussions and transparent communications on marketing plans and efforts with CAEP Partner Agencies. Program leadership, faculty, counseling and campus contacts. This includes revamping and updates for website look and feel, technology, and content maintenance. Will also include marketing collateral materials.</p> <p>Incorporate the use of regional data of adult learners (see Transition Population diagram) as well as use of Labor Market Information to develop targeted marketing efforts for CAEP Instructional and Student Support programs. This includes developing new branding campaigns.</p> <p>Innovate and develop an annual marketing plan in collaboration with CAEP Instructional programs and subject matter experts, both internal and external.</p> <p>Explore best practices, and take action on innovative media and marketing techniques to conduct marketing efforts that enables the ability to collect and analyze data on outcomes for marketing investments that can be used for assessing effectiveness.</p> <p>Regularly review data from marketing efforts and revise efforts as necessary dependent on results of recruitment of targeted populations. Collaborate with CAEP Instructional Services , including with SDUSD AE, to increase coordination and information sharing for marketing strategies and efforts.</p> <p>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 to increase access and awareness of CAEP programs, and ultimately lead to enrollments.</p> <p>Analyze costs and timelines for marketing efforts and campaigns and allocate CAEP funds based on priorities of institutional and instructional Program needs . This shall be done with a focus on availability of resources, program size, past investments, past data on effectiveness, and opportunities for program growth.</p> <p>Develop a mechanism to regularly assess Marketing Return on Investment investments.</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>
	5 Career and College Transition Programming		<p>Support student success by promoting career development, self-exploration, experiential learning, job placement, job search assistance, coaching, and employer engagement assisting students to define educational or career pathways to reach their academic and career potential. This includes a focus on gaining experience from various job opportunities by participating in employer spotlights, career fairs, hiring events, and employer informational activities</p> <p>(Vice President of Instruction and Student Services, Instructional and Student Services Deans, CTE Dean, SEMP Taskforce members, Personnel from Office of Student Services)</p>	<p>Finalize and begin to implement plans and activities for SEMP Taskforce#1: Student Onboarding and SEMP Taskforce #4 Transitions and the Student Journey.</p> <p>Continue braided funding for existing and possible new CCT position(s) focused on integration, alignment and communications with Consortium efforts, and plans, including those with Member Agency SDUSD AE.</p> <p>Support Job Placement by identifying and using relevant tools for student job search.</p> <p>Activate social media platforms to aid in an employment search.</p> <p>Develop and implement communications strategies to share information with all CAEP instructional program and counseling faculty.</p> <p>Utilize and assess effectiveness of communications strategies and use of innovative student friendly technology for CCT programs and services, including employment opportunities and college Promise programming. For example the possible use of district Handshake software.</p> <p>Collaborate and communicate CCT programming and opportunities with Instructional Deans and faculty as they align with CTE industry advisory boards.</p>	<p>Continuation of Short Term Outcomes</p> <p>Invite San Diego Employers to participate in the round table</p> <p>Work with employers to create new processes for working with students to support job readiness.</p> <p>Increase the number of workshops, employer spotlights and job shadowing by 20% per year to support student employment.</p> <p>Increase the current network of employers that will support students in the 70 CTE pathways offered at SDCEE.</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>
	6 Career Planning, Guidance and Educational Plans		<p>Develop and maintain shared and consistent career guidance that support learners in choosing, entering, and staying on a pathway within and across member agencies.</p> <p>(Vice President of Instruction and Student Services, Instructional and Student Services Deans, CCT Dean, SEMP Taskforce members, Personnel from Office of Student Services)</p>	<p>Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey.</p> <p>Align with the finalized plans and activities for SEMP Taskforce #1: Onboarding</p> <p>Institutionalize career counseling and career assessment before educational plans development to increase student persistence in classes.</p> <p>Increase collaborative efforts to provide student centered career guidance and counseling supports between programs and member agencies. This may include Collaboratively explore the possibilities for student centered processes to effectively incorporate career plans in the development of student education plans</p> <p>Explore, create and implement processes for coordinated student services guidance and advising between member agencies to support program enrollment, with emphasis on CTE programming</p> <p>Utilize data including the state's Adult Education to Workforce Dashboard Tool create and support Career Pathways. SDCEE will complete the input of Noncredit CTE course information into Regional repository.</p>	<p>Continuation of Short Term Outcomes</p> <p>Develop a career planning process infrastructure to support implementation of career education planning by 2023/24</p> <p>Participate and/or host annual student service and counselor convenings which involves cross member agency and instructional representation to accomplish greater transitional career pathways information sharing and collaborations.</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>
	7 Credit by Exam		<p>Develop new and improve pathways between noncredit and credit programs often referred to as "Credit by Exam" by continuous improvement and evaluation of data for the existing processes at SDCEE as well as utilizing national frameworks for noncredit and credit pathway alignment.</p> <p>(Vice President of Instruction and Student Services, Curriculum Analysis/Committee, District CBE Leads, Instructional and Student Services Deans, Personnel from Office of Instruction and Office of Student Services)</p>	<p>Participate in (Association of CC Trustees) Noncredit and Credit Alignment Lab (NCAL)</p> <p>Conduct assessments, develop workplan and participate in Community of Practices planning meetings to then analyze data and use to develop guidelines to inform and implement stronger alignment between noncredit and credit CTE programming.</p> <p>Engage in and evaluate student focus group data and feedback.</p> <p>Review and analyze District Transition Data reports and Credit By Exam information and data</p>	<p>Participate in (Association of CC Trustees) Noncredit and Credit Alignment Lab.</p> <p>Analyze NCAL project accomplishments to determine how to use as a model for other Credit by Exam partnerships between SDCEE and credit colleges.</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>

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		8 SDWP/LWDB Collaborations	<p>As required by WIOA II and as aligned with SDCCD/SDWP Joint Partnership Committee, SDCCD and SDWP will develop a structure to support collaborative activities. This includes engaging in productive working relationship to jointly address workforce needs in the region including advocacy for racial equity in employment in the region.</p> <p>(Vice President of Instruction and Student Services, Instructional and Student Services Deans, CCT Dean, WIOA II Faculty Leaders, Special Projects Manager)</p>	<p>Advocate for systems and processes for SDUSD Adult Education and SDCCE Noncredit Referrals and Recruitment.</p> <p>Assign staff to actively engage to ensure the continuation of programming and process awareness between the Metro region Adult Education entities, SDCCE and SDUSD.</p> <p>Include in marketing efforts contacts with AJCC and Youth WIOA I contacts for CAEP instructional program recruitment and offerings.</p> <p>State advocacy for support in WIOA II, CAEP and WIOA I (CalJOBS) MIS data system sharing agreements.</p> <p>Examine and determine how SDCCE CCT programming opportunities Job Placement &amp; Employability collaborations.</p> <p>Increase connections between WIOA II and WIOA I collaborations for co-enrollments. (CDE directive)</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>

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Improve Effectiveness of Services	Ensuring the success of the regional CAEP Consortium Initiative to work collaboratively and refine the accountability measures to evaluate consortium effectiveness that supports a comprehensive, sustainable models for providing career-focused educational opportunities.					
	1 Consortium Governance & Effectiveness	Engage in continuous improvement activities to ensure SDAERC effectiveness and accountability. This will be accomplished by actively collecting and analyzing quantitative data and feedback of consortium effective operations. Include areas of accountability related to measures of evaluation, funding analysis, governance and collaboration, membership, planning, and reporting. regular analysis of these aspects of consortium accountability will inform adjustments as needed.  (Consortium Director/Special Projects Manager, Consortium Members, Clerical Supports, Accounting Staff)	Support staffing that assists with Consortium administrative, planning and fiscal management and reporting efforts, including new positions as determined appropriate.  Conduct CAEP Road Shows and other mechanisms for sharing Strategic Plan with internal constituencies and meeting and governance structures as well as with regional consortium partner agencies.  Conduct Annual Consortium Effectiveness Survey and analyze feedback to help improve related areas of SDAERC accountability and effectiveness.  Update SDAERC Bylaws using the new state Certification Fiscal Administrative Declaration (CFAD) questions as a guide.  Review SDAERC membership representatives. This includes those of funded member agencies, as well as consideration for representation from partner agencies involved with adult learner services in the region. This will be done in part to ensure involvement from all public, nonprofit, and workforce entities that serve as conduits for transitioning adult learners.  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 SEMP and Strategic and Annual plans. Including engaging on a regular basis with member partner agencies, constituencies in the Region such as those in the public sector (City and County), Local Workforce Development Board (LWDB), and Community Based Organizations.  For CAEP Resource Requests and Budget Allocations, update the procedures, processes and forms. Institute a process for increased avenues to inform and engage the Consortium in its duty for CAEP funding fiscal accountability.	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	
	2 Strategic Enrollment Management Planning (SEMP)	SDCCE will sustain SEMP process to re-envision and redesign the institution with the lens of addressing barriers and gaps in services. The SEMP will focus efforts to address systemic challenges facing member Agency SDCCE so that it can build back to the future.  (Vice Presidents, SEMP Managers and Leads,	See references to SDCCE SEMP Taskforce throughout the strategic plan related to Addressing Education Needs and Integration and Transition. The SEMP taskforce have not finalized the key strategies and actions but will have these drafted and approved by end of Summer 2022 or Fall 2022.  The most critical short term activities that have seem to risen in the SEMP process are those related to improving effectiveness of the key student experience measures most related to SEMP Taskforce #1: Onboarding; SEMP Taskforce #2: Marketing and Outreach; and SEMP Taskforce #4: Transitions and the Student Journey. As the plans and activities are developed from the SEMP, it will be ensured these are tied to SDAERC actions, communications and reporting as appropriate.	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	
	3 Student Onboarding	SDCCE Student Onboarding Taskforce #1 is the only SEMP taskforce that wasn't directly references under the two state categories of 1) Addressing Educational Needs or 2) Integration and Transition as its a critical area of gaps in service leading to improving effectiveness for SDCCE for all CAEP programming. Although onboarding effects many areas of the plan, it is actual mechanism for enrollment into CAEP course that has proven challenging, in particularly many areas arose due to the COVID pandemic environment and the drastic reduction in student enrollments in courses. The student enrollment and onboarding process will focus on the whole continuum of SDCCE onboarding beginning with orientation, application, assessment, intake form, education planning and through to point of actual	Finalize and begin to implement plans and activities for SEMP Taskforce #1: Student Onboarding  Align with the finalized plans and activities for SEMP Taskforce #2: Marketing and Outreach as well as SEMP Taskforce #4: Transitions and the Student Journey  Adopt a new student application process and technologies that meet MIS and reporting requirements. This may include movement to non-credit CCCApply.  Revise, as needed, and develop new orientation processes and technologies. This may include both online and in-person protocols.	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	
	4 Data, Research and Analysis	Continue to improve and enhance "data driven decision making" for CAEP Instructional Program and CAEP Projects. Note: This was a goal from last three year CAEP plan. This will include an emphasis on CAEP instruction program data, analysis, and research that leads to action and supports achieving CAEP strategic plan outcomes including emphasis on student outcomes tracking and institutional-level professional development.  (PRIE Department, Vice Presidents, Deans, Faculty Leads, SDUSD Manager and Leads, SEMP taskforce members, Consortium Lead)	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 strategic 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 focuses 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).	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	Continuation of Short Term Outcomes  Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability	

State Defined Objective Categories	Strategies (Goals) Descriptions	Activities by Name	Description of Activity: (which agency or individuals will carry out the activity, deliverables how it contributes to outcomes)	Short term outcomes (12 months)	Intermediate Outcomes (1-3 years)	Long Term Outcomes(3-5 years)
	5 Member to Member Agency Student Transition Data		<p>As a long standing gap between member agencies, developing a methodology for data sharing, collection, reporting and analysis of students between member and partner agencies.</p> <p>(Vice Presidents. SEMP Managers and Leads, Instructional and Student Services Deans, Counseling, Consortium Lead)</p>	<p>Finalize and begin to implement plans and activities for SEMP Taskforce #4 Transitions and the Student Journey. Also see Strategic Plan strategy and outcomes related to Integration and Transitions</p> <p>Review and update the District to District MOU to ensure the inclusion of language and data sharing between SDUSD Adult Education and SDCCD Noncredit Member agencies that adheres to FERPA. This will allow enhanced collaboration across multiple CAEP programs for the purpose of member agency data on placement, progress/completion and transitions.</p> <p>Develop other protocols and agreements with community based partners based on MOU for serving adult learners to share student outcome information that align with FERPA. For example: Second Chance DOL Project and Somali Bantu Association EDD/IET Project.</p> <p>Explore ability to use the data collected through the State Adult Education pipeline to inform career pathways..</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>
	6 Professional Development (PD) to Support CAEP Goals & Activities		<p>To support SDAERC strategies, host and sponsor member agency and consortium professional development efforts.</p> <p>(PD Leads, Vice Presidents, Consortium Lead)</p>	<p>Utilize cross-departmental and cross-organizational approaches for planning professional development that align to CAEP strategies and priorities.</p> <p>Include PD that leads to skills for all classifications towards the efficient use of modern educational technology tools that increases effectiveness of systems, processes and procedures. In particular those that impact the best use of employee human resources and ultimately the student experience.</p> <p>Plan SDCCE Classified employee PD, such as the STAR Conference as well as other PD that directly and intentionally aligns with eliminating gaps, improving effectiveness of SDCCE CAEP programs and moving forward the CAEP strategies and activities. Including an emphasis on SEMP goals and activities.</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>
	7 Personnel for CAEP Instructional Programs and Consortium Accountability		<p>Increase accountability for consortium financial oversight and communications. Consortium Director.</p> <p>(Program Assistants and Instructional Deans/Managers. Accounting Staff)</p>	<p>Continue to support Instructional administrative capacity to perform supports for CAEP instructional programs (see list of priorities for program assistants).</p> <p>Provide Consortium accounting supports related to the increased reporting and accountability associated with CAEP and the SDAERC.</p> <p>Assess and hire for additional personnel positions related to CAEP instructional programs, or student supports as well as administrative staffing activities that arise as gaps effecting effectiveness of CAEP instructional programs, student supports or consortium level effectiveness arise.</p> <p>Review the use of technology for CAEP instructional programs and identify gaps for effectiveness that action can be taken.</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>	<p>Continuation of Short Term Outcomes</p> <p>Analyze, revise and prioritize investment of CAEP resources based on outcomes and accountability</p>

Numbers Served	Metric Set																			
	SDCCE		SDCCE		SDCCE		SDCCE		SDUSD		SDUSD									
	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25								
Numbers Served	27926	17426		17426	19169	21085	Numbers Served	21989	14630	NA	14630	16093	17702	Numbers Served	436	377	NA	377	415	456
<b>Barriers</b>																				
ELL	16058	9056	NA	9056	9962	10958														
Low Literacy	19970	11439	NA	11439	12583	13841														
Low Income	12272	8695	NA	8695	9565	10521														
Long Term Unemployed	3537	3625	NA	3625	3988	4386														
<b>Progress</b>																				
SDCCE	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE	SDCCE	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD	SDUSD								
PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25	Progress	PY 19/20	PY 20/21	PY 21/22	PY 22/23	PY 23/24	PY 24/25								
Complete EL Civics COAPP	2866	220	NA	220	242	266	Complete EL Civics COAPP	NA	NA	NA	NA	NA	NA							
Gain EFL ABE	356	113	NA	0	0	0	Gain EFL ABE	25	22	NA	22	24	27							
Gain EFL ASE	374	126	NA	126	139	152	Gain EFL ASE	162	103	NA	103	113	125							
Gain EFL ESL	3941	1640	NA	1640	1804	1984	Gain EFL ESL	NA	NA	NA	NA	NA	NA							
<b>Transition</b>																				
<b>Transition</b>																				
To ASE	949	0	NA	949	1044	1148	To ASE	NA	NA	NA	NA	NA	NA							
To Post Secondary CTE	1665	0	NA	1665	1665	1832	To Post Secondary CTE	55	NA	NA	55	61	67							
To Post Secondary Credit	351	0	NA	351	386.1	421.2	To Post Secondary Credit	85	NA	NA	85	94	103							
<b>Success</b>																				
<b>Success</b>																				
Earn ASE (HSDP/HSEP)	217	94	NA	94	103	114	Earn ASE (HSDP/HSEP)	172	90	NA	90	99	109							
Earn a Credential	8760	6329	NA	6329	6962	7658	Earn a Credential	208	105	NA	105	116	127							
<b>Employment and Earnings</b>																				
<b>Employment and Earnings</b>																				
NA							NA													
NA							NA													

# SDAERC Outcomes & Indicators

*Adopted in past Strategic Plan*

## **Student Indicators**

- Increased Referrals
- Increase Enrollments
- Increase Retention
- Increase Student Supports
- Increase Completions
- Increase Transitions
- Increase Placements
- Improve Accessibility

## **Practice Effectiveness**

- Shared Professional Development
- Incorporation of Guided Pathways Approaches
- Increased use of Technology
- Use of Effective Practices

## **Data, Research, and Reporting Effectiveness**

- Creation of a Research agenda
- Continued Capacity for Reporting and Accountability
- Overcome data reporting challenges
- Incorporation of LMI

## **Governance Effectiveness**

- Increased Knowledge about CAEP priorities
- Increase Recognition and Awareness
- Increase Relationships and Partnerships
- Leveraging Resources
- Continued Capacity for Management, Communications, and Governance

# SAN DIEGO ADULT EDUCATION REGIONAL CONSORTIUM EFFECTIVENESS SURVEY

Planning, Research, & Institutional Effectiveness  
San Diego College of Continuing Education at Mesa College  
7350 Armstrong Place, San Diego, CA 92111

*Prepared by:*  
*SDCE Office of Planning,*  
*Research, and*  
*Institutional Effectiveness*  
*May 2022*



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## Purpose

The San Diego Adult Educational Regional Consortium (SDAERC) asked the Office of Planning, Research, and Institutional Effectiveness (PRIE) to conduct a study that would allow the SDAERC to gauge its program's effectiveness and accountability. Feedback will help improve the SDAERC and assist towards the development of the new SDAERC strategic plan that will be submitted to the state by August 2022.

## Methodology

The survey instrument provided a series of structured and unstructured questions designed to gain both quantitative (structured, numeric) and qualitative (open-ended comments) feedback. The survey addressed the following items:

- 1) Governance & administrative oversight
- 2) Program effectiveness including barriers and opportunities
- 3) Member agency effectiveness

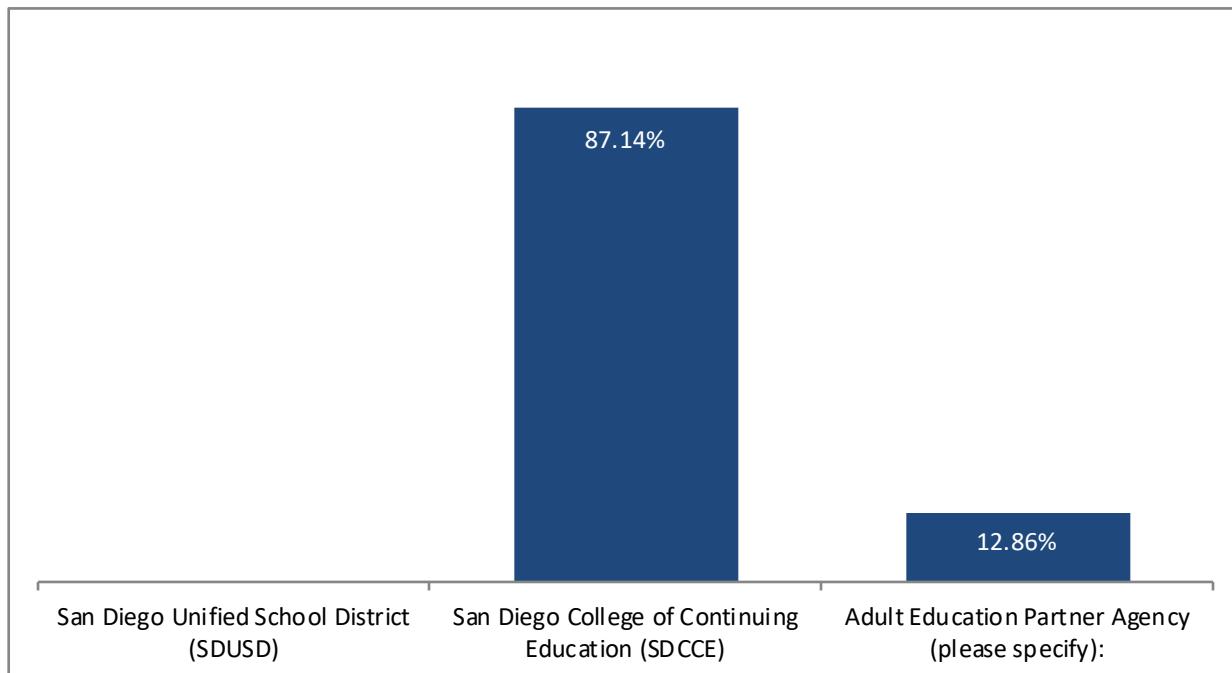
PRIE conducted online survey data collection in June and July (4/19/2022 – 4/29/2022). Seven-hundred-thirty-six people who had been identified as contributors to the SDAERC were emailed one survey invitation followed by three reminders. A total of 70 responses were received for the survey (10% response rate).

This report provides survey response tables and charts, as well as verbatim respondent comments.

# RESULTS

## 2022 SDAER Consortium Effectiveness Survey

### Q1. Please identify your constituency group:

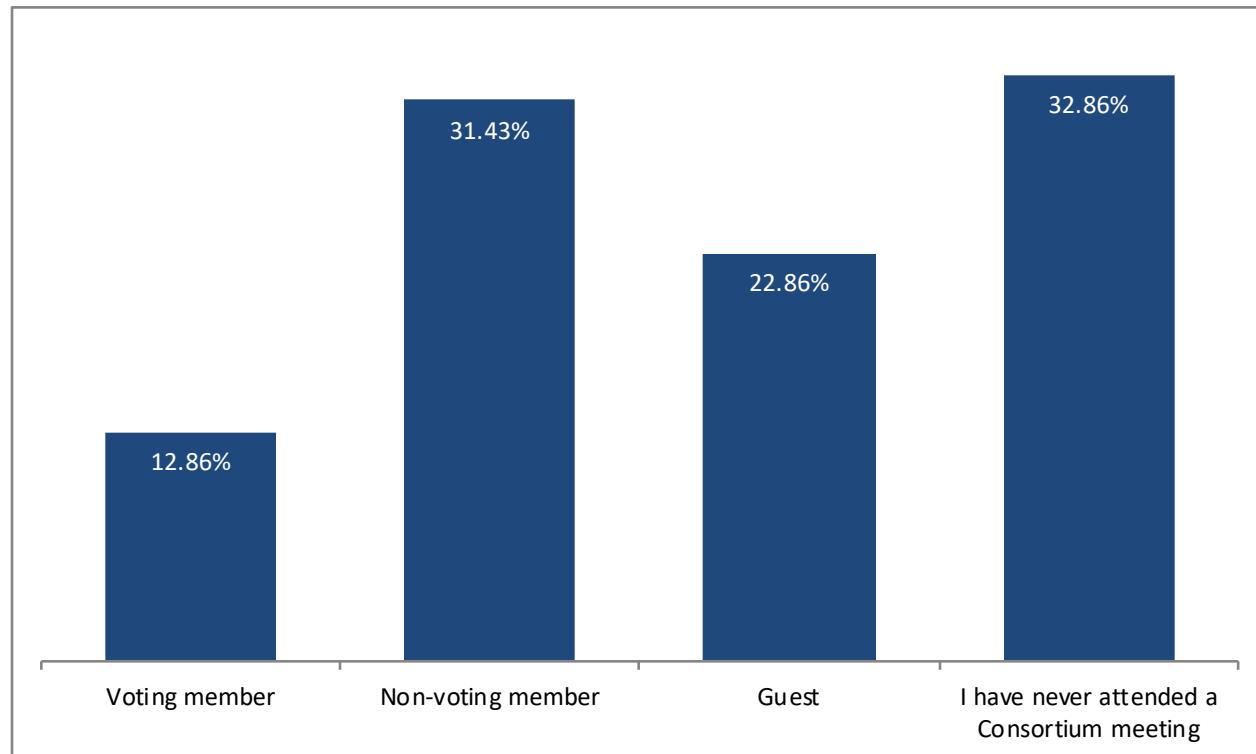


Answer Choices	Responses	
San Diego Unified School District (SDUSD)	0.00%	0
San Diego College of Continuing Education (SDCCE)	87.14%	61
Adult Education Partner Agency (please specify):	12.86%	9
Answered		70

**Note.** Percentages for each question have been calculated using only valid answers.

## 2022 SDAER Consortium Effectiveness Survey

**Q2. Please identify whether you are a voting member or not within the San Diego Adult Education Regional Consortium:**



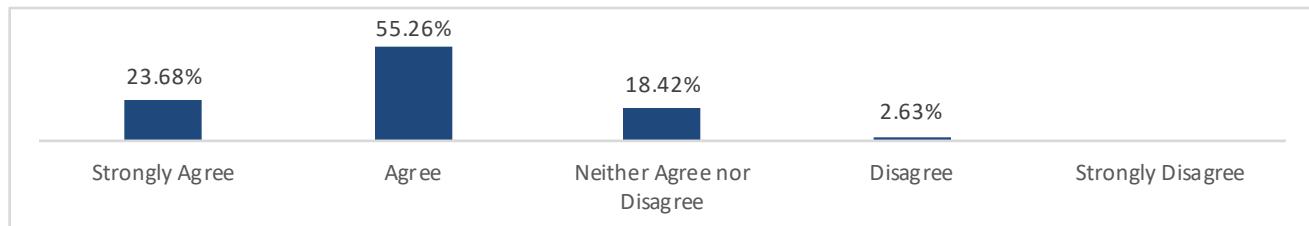
Answer Choices	Responses	
Voting member	12.86%	9
Non-voting member	31.43%	22
Guest	22.86%	16
I have never attended a Consortium meeting	32.86%	23
	<b>Answered</b>	<b>70</b>

**Note.** Percentages for each question have been calculated using only valid answers.

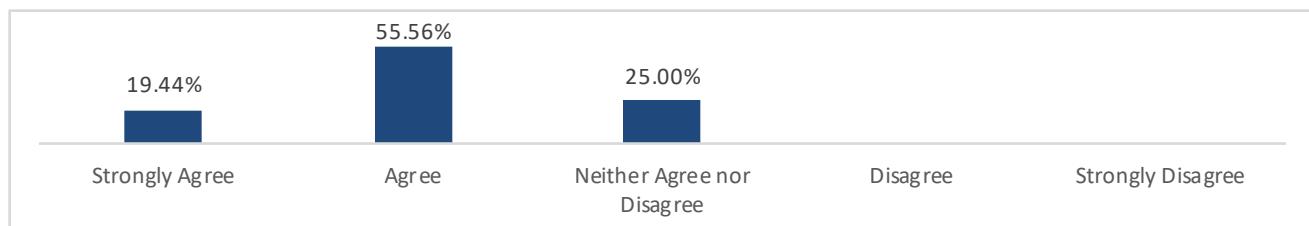
## 2022 SDAER Consortium Effectiveness Survey

### Q3. Please indicate your level of agreement with the following statements:

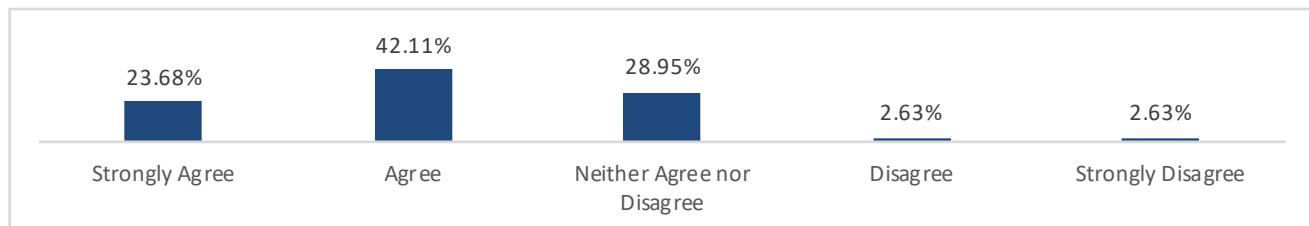
The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.



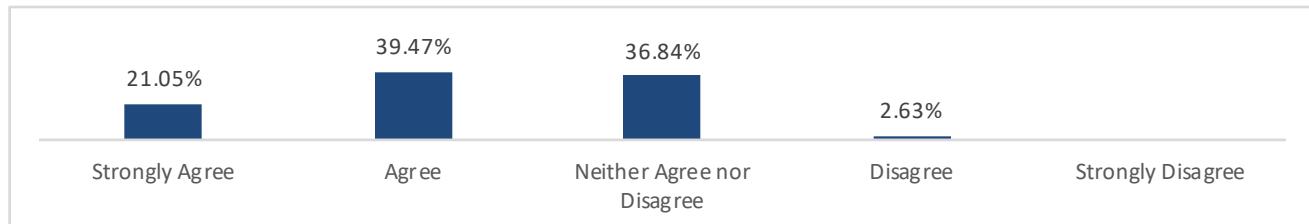
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).



The Consortium voting representatives have full understanding of the intent for CAEP.



We have the right representatives sitting on the Consortium.



## 2022 SDAER Consortium Effectiveness Survey

## Q3. Please indicate your level of agreement with the following statements:

	Response	Count	Percent
The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.	Strongly Agree	9	23.68%
	Agree	21	55.26%
	Neither Agree nor Disagree	7	18.42%
	Disagree	1	2.63%
	Strongly Disagree	0	0.00%
	<b>Total</b>	<b>38</b>	<b>100%</b>
	<b>Answered</b>	<b>38</b>	
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	<b>Skipped</b>	<b>32</b>	
	Strongly Agree	7	19.44%
	Agree	20	55.56%
	Neither Agree nor Disagree	9	25.00%
	Disagree	0	0.00%
	Strongly Disagree	0	0.00%
	<b>Total</b>	<b>38</b>	<b>100%</b>
The Consortium voting representatives have full understanding of the intent for CAEP.	<b>Answered</b>	<b>38</b>	
	<b>Skipped</b>	<b>32</b>	
	Strongly Agree	9	23.68%
	Agree	16	42.11%
	Neither Agree nor Disagree	11	28.95%
	Disagree	1	2.63%
	Strongly Disagree	1	2.63%
We have the right representatives sitting on the Consortium.	<b>Total</b>	<b>38</b>	<b>100%</b>
	<b>Answered</b>	<b>36</b>	
	<b>Skipped</b>	<b>34</b>	
	Strongly Agree	8	21.05%
	Agree	15	39.47%
	Neither Agree nor Disagree	14	36.84%
	Disagree	1	2.63%
	Strongly Disagree	0	0.00%
	<b>Total</b>	<b>38</b>	<b>100%</b>
	<b>Answered</b>	<b>38</b>	
	<b>Skipped</b>	<b>32</b>	

**Note.** Percentages for each question have been calculated using only valid answers.

## 2022 SDAER Consortium Effectiveness Survey

### Q3. Please indicate your level of agreement with the following statements:

**Please provide additional information to support your responses above:**

Haven't been involved enough to "strongly agree"

Honestly, with creating on-line classes, all our time is consumed with the process.

How can I contribute to the planning workgroups for the 3-year? Wide communication on how to support would be great.

I can't attend the meetings because of a regular schedule conflict, but it seems there are no minutes or recordings available, so it's hard to know what's happening.

I have no idea what Consortium you are speaking about the union or the district. I believe that I do not have any voting rights with the district.

I know very little about your organization so I can't really answer these questions.

Not kept aware of Consortium's actions and proposals at Counselor level.

Not sure about this. Are there specific or mandatory seats, ie, curriculum/instruction, student supports, business, etc.

The consortium members are clear on the intent of the consortium and work hard to develop a strategic plan that meets goals and outcomes.

Well represented

Answered

10

## 2022 SDAER Consortium Effectiveness Survey

### Q4. What should the focus of the Consortium's governance and oversight for the next 3 years?

100% alignment of services across the spectrum, beginning with adults who are at the basic skills level; seamless services; establishing a pathway to success regardless of student starting point.

A continued look at growing community engagement in transitioning students and family members to workforce development education and transition to college and work.

Allocating the budget with a more student focus and less on a employee focus.

communication and collaboration

Continuing to serve our students to make sure they can enroll, stay on their path and complete

Effective communication strategies. Effective strategies that connect SDUSD students to our institution in a streamlined, straightforward manner.

Effective ways to bring people back on campus while maintaining an online presence.

Events that introduce students and parents to the College of Continuing Education. As well, have some Unified School information or contact information at the campuses for the adult students attending the college, they are parents.

I am not familiar with the Consortiums Governance.

Implementation of collaborative initiatives that support student engagement

n

Not sure

Our students!!!!

provide online education for all and well as face to face

Reach out to the minority groups that's not within our district but still within SD county

SDCCE should have a presence when students are freshmen and when the "open house for college days" are at the high school.

Streamline onboarding and increase student enrollments

Student retention and follow up of students referred to SDCCE.

Student engagement & retention

Student Equity

student equity digital literacy training and inclusion

Supporting seamless transitions between the institutions as well as community-based organizations that specifically relate to the CAEP strategic plan and the seven identified areas

Systems development and alignment between workforce boards and Adult Education.

The focus should be on the purpose of the grant

To collect data about, and understand better, how the pandemic has changed regional adult education needs, as well as how the consortium can serve those needs.

Unknown

Working with our most underserved communities in obtaining high school diplomas and living wage job placement

Answered	27
No Response	43

## 2022 SDAER Consortium Effectiveness Survey

### Q5. What has been the biggest challenge in terms of the governance and effective implementation of CAEP over the last 7 years?

accountability

Actual activities. Regular events that happen each semester or academic year.

CCCCO and CDE conflicts

Communication and Transparency

COVID has challenged consortium organizations.

Developing and implementing strategies that seamlessly connect SDUSD students to our services and programs.

Have only been participating this year so not sure about the past, so I've not seen challenges in this space.

I am not familiar with the Consortiums Governance.

I cannot say. Historically there has been emphasis put on employment and successful job placements vs. support for those who, while deficient at the basic skill level, still took the initiative to enroll.

I have been here for 1 year

Implementation itself and the delay because of the Global Pandemic. Also, Union impact at the college level to move student focused projects through, takes a long time.

In general? Effective articulation among the various institutions in any give consortium.

It often feels as if the consortium lacks the ability or willingness to take meaningful action.

Lack of communication and accountability.

Lack of focused initiative that have buy-in.

n

No comment

No idea

no idea; I am still new this community and have not seen nor experienced enough to know

Staying focused on the goals of the annual plan and budgets

Timelines

unknown

Unknown

we all had to learn online teaching in such a short time

Answered	24
No Response	46

## 2022 SDAER Consortium Effectiveness Survey

### Q6. Please describe one or two things that could be done to improve alignment between member agencies (SDUSD and SDCCE):

A focus on success or gaps in alignment activities as stated in the strategic plan so that responsible members can address them.

Alignment is unachievable without curriculum that is defined across all entities; Defined curriculum has little value if, 1) Important parties have little or no knowledge of the content of other curriculums, and, 2) Important parties are not made responsible for linking one body of curriculum to the next.

Communication

Communication, regular meetings

Continual outreach and program alignments.

Continue to communicate current initiatives and deadlines to assure both constituents understand their individual and shared responsibilities.

Funding for Counselors at SDUSD and SDCCE for student outreach and follow up.

Getting back together in person in the Fall - I think that would be great. Maybe not for all meetings but at least one in Fall and one in Spring. Going to Conferences together is also good- like CAEP.

have a more united front on teaching and what each other provides, share teaching strategies, etc

I am not familiar with the Consortiums Governance.

Improve CCCCO and CDE relations

Joint Administrative and Joint Classified staff meetings as needed.

Maybe the formation of taskgroups - to tackle specific areas of concern

More instructor centric activities

More integrated goals

More systematic ways for students who "fall through the cracks" in SDUSD to get to SDCCE when the "age out."

n

n/a

Newsletter- monthly highlighting what is going on

Not sure

Plan 2 events per year, that can happen each year for the next 2 years for High School Counselors, Students, Parents. Identify what works and what needs adjustment. Plan for the next 2 years.

Regular, ongoing communication and marketing.

SDCCE should have a presence at the High schools to advertise the career technical classes and college transition classes. Is it still correct that over 65%-75% of high school grads/dropouts do not attend a 4 year university. High schoolers are bright enough to know that a 4 year school may not be a reality and that SDCCE is offers Career Technical classes so they can get a job out of high school, transition classes that can improve the ABE skills so they can go to community college.

The registration system

There appears to be a commitment between member agencies in this effort.

Unknown

You have to be more transparent.

Answered	26
No Response	44

## 2022 SDAER Consortium Effectiveness Survey

**Q7. What workgroups may be most productive for the SDAERC to have? Or what existing committees or workgroups need to be better connected to the Consortium?**

Deliverables

Distance Education, Student Services

Enrollment

I am not familiar with the Consortium's Governance.

K12SWP Adult Ed/Noncredit workgroup.

more interface on what each department is providing, ie, special ed. what are SDUSD doing for students as they leave. What skills will be reviewed when they return to SDCCE

n

N/A

n/a

No comment

No idea

not sure

San Diego County Office of Education

student equity digital literacy training and inclusion

Student Services Council, General Counseling, Student Equity and CTE Department Chair

The Joint Executive Counseling Committee (JECC) might be beneficial to connect since most members are also members of the SDAERC.

Transitions and communications

Transitions and student supports

TRUE transition services, which are focused on how the student's long-term goals can be reached, rather than how to make the student fit into the programs we have.

Unknown

Whatever the workgroup, they must address what is described in items 6 and 7 above.

Answered	21
No Response	49

## 2022 SDAER Consortium Effectiveness Survey

### Q8. What opportunities are there for SDCCE and SDUSD to develop more collaborative efforts in the programs being offered to Adult Learners?

Active student engagement

As I mentioned above, getting together in person; inviting Unified Members to SDCCE Fall Convocation as guests; highlighting joint goals;

Building on community partnerships.

Building our a bridge for instruction and student services

communicate what is being offered, what online LMS are students using , so when they come to SDCCE, they are familiar

Dual enrollment (SB 544?)

Express overall value and pathway of short-term job vocational trainings.

Faculty do not have time unless have non-teaching time added to our schedule. Many of us that do not teach, even full time, do not get one hour of paid staff development time. My phone # is \*\*\*-\*\*\*-\*\*\*\* (\*\*\*\*\*) if this inequity interest you. Even in the High school the have on day that is a half day in there 25 hour teaching week.

I am not familiar with the Consortiums Governance.

In case you haven't watched these two video recordings, they provide insights to federal and state funding opportunities: · National Skills Coalition December 13, 2021 30-minute webinar for workforce development and adult education advocates on the Digital Equity Act. Slides and recording here. · Digital Inclusion Funding in the Infrastructure Investment & Jobs Act, December 9, 2021 1-hour webinar.

<https://www.digitalinclusion.org/blog/2021/12/09/digital-inclusion-funding-in-the-infrastructure-investment-jobs-act/> Also please see this letter to SDCCD strategic planning team:

<https://docs.google.com/document/d/1JP6Vbn1DVIGWgHYOeoJbSZVi5gNon8EPIMcqWWqUZw/edit?usp=sharing>

Limitless with new Administrative Staff

Marketing, promotion to student audience.

More informed marketing efforts by marketing consultants who have demonstrated success working with community colleges and high schools for adults

n

N/A

n/a

Presently, those opportunities may be few in number. Opportunities need to be produced by first linking representatives of services being provided across the spectrum, starting with basic skills, ending up a diploma or employment, depending on student goals.

Several years ago, faculty at both institutions were collaborating on development of curriculum for High School students.

Something similar to dual-enrollment with the credit colleges, whereby SDUSD learners can enroll in SDCCE courses.

The CCTE office and the SDCCE CTE office should continue to develop a plan that increases the visibility of CTE pathway opportunities at the College of Connections

Unknown

We need to make sure adult learners have access to computers and all the materials they need to be successful in their journey.

**Note.** One response has been redacted to protect the confidentiality of survey results.

Answered	22
No Response	48

## 2022 SDAER Consortium Effectiveness Survey

**Q9. What are the most critical gaps in services that have been addressed or have yet to be addressed (those in which we have made little progress) as a result of CAEP efforts and funding?**

?

A robust pipeline for SDUSD students to access academic programs at SDCCE through student services collaboration.  
Alignment of responsibilities to CAEP state guidelines and regulations.

I am not familiar with the Consortiums Governance.

I can only think of online LMS

I think we could have a more transparent approach to the data collection, such as it is.

I would like to see more time and depth put into transitions between the member agencies.

If we are not providing instruction, programming, services that meet the needs of those students who are failing and dropping out due to their particular skills status, especially basic skills, if those services are not on the grid, then there we have at least one critical gap.

Juvenile Court & Community School students who live in the SD metro area and are SDCOE (not SDUSD) enrolled could benefit from early access; how to better align?

Lack of priority due to survival mode of pandemic.

More Outreach and field trips for students and parents.

n

N/A

n/a

No comment

Student Navigator

Student retention and engagement seems unsuccessful.

Student voice

transitions from K-12 adult to CTE programs

Unknown

Answered	20
No Response	50

## 2022 SDAER Consortium Effectiveness Survey

**Q10. What are the biggest opportunities and barriers regarding the following topics?**

Answer Choices	Responses	
Data collection and/or data analysis	77.27%	17
Seamless Transitions	86.36%	19
Professional Development	59.09%	13
Accelerated Learning	50.00%	11
Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)	77.27%	17
	<b>Answered</b>	<b>22</b>
	<b>No Response</b>	<b>48</b>

**Note.** Percentages for each question have been calculated using only valid answers.

### Data collection and/or data analysis

Clarity  
 Confidentiality  
 Current and relevant feedback  
 data sharing agreements  
 DE classes: Student persistence and success  
 Designate and communicate persons position and responsibilities.  
 district resources  
 Focusing on each step (enroll, persist, complete??) and seeing what is working and what is not  
 I have not seen student data  
 informed decision making; time consuming  
 Reaching people who are potential learners in our programs  
 Unable to create shared vision  
 Unknown  
 we have better computer systems to better data collection and analysis  
 x  
 x  
 Yes

## 2022 SDAER Consortium Effectiveness Survey

### Q10. What are the biggest opportunities and barriers regarding the following topics?

#### Seamless Transitions

Add person to organization chart

Barriers may be not enough counseling staff on both sides - not sure

Be consistent on outreach

Communication

communication; communication

competing system requirements

Disaggregated data

Individuals that were previously involved

It is not seamless for students, still difficult

Not having TRUE transition services.

online LMS

Opportunity

oversight

Transitions planning must improve.

Unknown

we need to build transition systems

x

x

Yes

#### Professional Development

CAEP training; use of funds

Compensation

Help ESL faculty to adopt a more global view of their learners.

I think SDCCE is doing a great job with PD

More targeted, joint PD for all partners

n/a

need joint professional development so we get to know each other.

Needs of prospective students.

Provide workshops to familiarize and educate function of SDAREC.

This has been extraordinary

Unknown

x

Yes

## 2022 SDAER Consortium Effectiveness Survey

### Q10. What are the biggest opportunities and barriers regarding the following topics?

#### Accelerated Learning

CE has models  
Definitely  
Definitely something we need, but it requires proper planning and careful preparation.  
Great advantage  
Maybe  
more/better skills; time commitment  
n/a  
No suggestions  
Time  
Unknown  
work base learning.

#### Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)

Collaborate with regional digital equity group, including SANDAG  
Collaboration  
Exposure like featured articles in both organizations newsletters.  
impactful when aligned; time and funding  
integration with other categorical projects  
Job outcomes and role as it plays to serve the community  
lack of process agreements  
need to have informal group meetings.  
No suggestions  
Not sure how this applies to CAEP and often creates unneeded conflict with other departments across the campus..  
Opportunity  
Unknown  
We should use CAEP resources to make advisory boards actually effective.  
X  
X  
X  
Yes. It has been my experience that workforce boards have more interest in the successful job placement of higher skilled candidates than they do in the needs of lower-skilled students, maybe who would struggle in a job training program. The latter have historically been moved from one black hole to another.

## 2022 SDAER Consortium Effectiveness Survey

### Q11. How can the SDAERC do a better job reaching out to stakeholders and partners for input and participation?

Aggressive engagement

Be more informed of training program and be excited about course offerings

create a focus group in areas that stakeholders and partners oversee

Define clear goals for collaboration and allow participants to have agency in implementation

Endorsement of project from City, County, Private and Corporate officials. Present at Board of Trustees, Convocations and other periodic meetings with data to support results and goals for upcoming year.

I am not familiar with the Consortiums Governance.

I think you are doing a great job, I got this email:)

Keep everyone updated on current projects and upcoming projects and opportunities for input

Look beyond the institution. Look into the community. Partner with entities that operate outside traditional programs/programming. Train teachers to work with students across the spectrum.

Make sure there is ongoing communication

Marketing

marketing, expand communication

Maybe with events. The consortium should be more closely involved with SDCCE Career Services. But SDCCE is so intractably riven into silos that things like this can be hard to realize in effective ways.

Newsletter, questionnaires, surveys. Then give the results

Not sure

Not sure.

SDAERC has provided good opportunities for partner and stakeholders to engage and provide input and participation.

Seem to have a good outreach team in place.

Soliciting input and participation should not be after it has been decided and should be welcomed.

The monthly meetings are a great resource.

Thinking outside the box to bring in more folks - Refugee Organizations- i.e., how to reach out to Ukrainian refugees and all refugees. International Rescue Committee is a good start for example.

Unknown

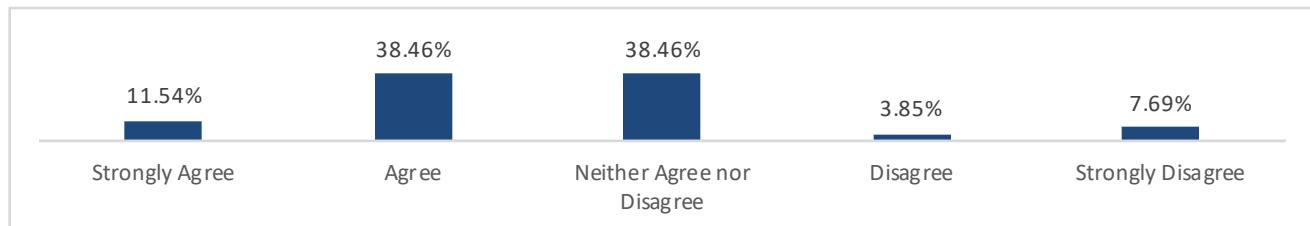
We need to re-think the role of CAEP coordination

Answered	23
No Response	47

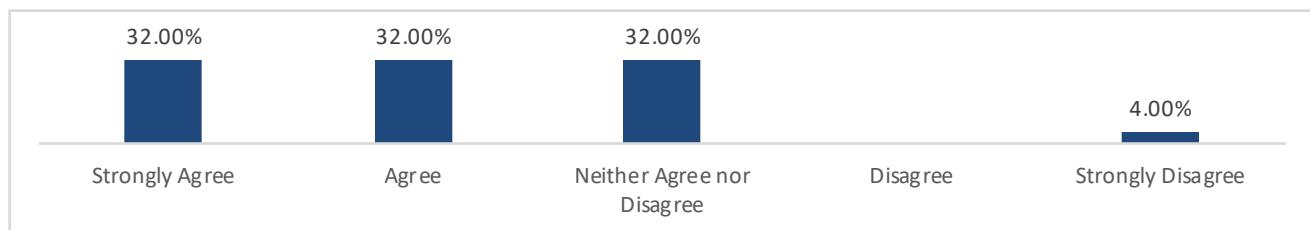
## 2022 SDAER Consortium Effectiveness Survey

### Q12. Please indicate your level of agreement with the following statements:

Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.



There are administrative improvements within member agency institutions that can be incorporated in the future.



	Response	Count	Percent
	Strongly Agree	3	11.54%
Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.	Agree	10	38.46%
	Neither Agree nor Disagree	10	38.46%
	Disagree	1	3.85%
	Strongly Disagree	2	7.69%
	Total	26	100%
	Answered	26	
	Skipped	44	
	Response	Count	Percent
	Strongly Agree	8	32.00%
There are administrative improvements within member agency institutions that can be incorporated in the future.	Agree	8	32.00%
	Neither Agree nor Disagree	8	32.00%
	Disagree	0	0.00%
	Strongly Disagree	1	4.00%
	Total	25	100%
	Answered	26	
	Skipped	44	

**Note.** Percentages for each question have been calculated using only valid answers.

## 2022 SDAER Consortium Effectiveness Survey

### **Q12. Please indicate your level of agreement with the following statements:**

**Please provide additional information to support your responses above:**

Adequate

As mentioned above, SDCCE is so intractably riven into silos that we often end up spinning our wheels, duplicating efforts, accomplishing less than we otherwise could.

Comments offered earlier address this concern.

Everyone is invested in CAEP at various levels which impacts how engaged someone is with understanding CAEP efforts and initiatives.

No comment

## 2022 SDAER Consortium Effectiveness Survey

### Q13. Do you believe either member agency has need of additional resources (e.g., funding, people, technology, expertise)?



Responses	Count	Percent
No	10	34.48%
Yes, please explain:	19	65.52%
	<b>Answered</b>	<b>29</b>
	<b>No Response</b>	<b>41</b>

**Note.** Percentages for each question have been calculated using only valid answers.

### Comments

Adding or rotating members, even within the same member agency, can always provide positive input, changes, and expertise.

Expertise in getting around some of the institutionalized barriers that exist.

Faculty cannot participate if they do not have paid time to participate.

Funding as listed earlier is large impediment

I am always looking for was to make online learning easier with my students. The more I learn what I can do with technology is better. I feel there is alot of information out there for us. I just wish I had enough time to learn all!

I am not familiar with the Consortiums Governance.

It is clear that there is a gap in the services being provided to a population of students, who, for example, struggle at using technology. Filling this gap with new programming, more programming, just makes sense vs. stop gap responses. We should use existing information to determine what resources are required to create a much-needed cultural shift that performs as though every student is inexpedable.

More research staff to collect DE student data for local and state.

Not sure

of course!

SDCCE and perhaps SDUSD also need more personnel and Higher Salaries for Classified Professionals.

SDUSD does not seem to have sufficient resources for PD, while SDCCE expends duplicative PD efforts that could be better focused on the larger goals of SDAERC.

technology is key to our futures and must be given priority in all areas of both organizations.

There is always need for additional funding and expertise.

Unknown

unknown

We always can use more funding for more services to reach more people, more technology and also research and data- what really works? What are best practices? I know we have a lot of that going on - but we can all use more of that.

We always need more funding.

You can never have too much technology or funding.

## Appendix: Survey Instrument

### SDAERC Consortium Effectiveness Survey Survey Instrument

Thank you for your participation. The survey should take no more than 15 minutes to complete. The information you provide will help to improve the SDAER Consortium and assist in providing feedback towards the development of the new SDAERC strategic plan that will be submitted to the state by August 2021.

1. Please identify your constituency group:
  - San Diego Unified School District
  - San Diego College of Continuing Education
  - Adult Education Partner Agency (please specify)
  
2. Please identify whether you are a voting member or not within the San Diego Adult Education Regional Consortium:
  - Voting member
  - Non-voting member
  - Guest
  - I have never attended a Consortium meeting
  
3. Please indicate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.	<input type="checkbox"/>				

(CONTINUED) How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
b) Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	<input type="checkbox"/>				
c) The Consortium voting representatives have full understanding of the intent for CAEP.	<input type="checkbox"/>				
d) We have the right representatives sitting on the Consortium.	<input type="checkbox"/>				

Please provide additional detail to explain your responses to the answers above.

4. What should the focus of the Consortium's governance and oversight be over the next 3 years?
5. What has been the biggest challenge in terms of the governance and effective implementation of CAEP over the last 7 years?
6. Please describe one or two things that could be done to improve alignment between member agencies (SDUSD and SDCCE):
7. What workgroups would be most productive for the SDAERC to have? Or what existing committees or workgroups need to be better connected to the Consortium?
8. What opportunities are there for SDCCE and SDUSD to develop more collaborative efforts in the programs being offered to Adult Learners?
9. What are the most critical Gaps in Services that have been addressed or have yet to be addressed (those in which we have made little progress) as a result of CAEP efforts and funding?
10. What are the biggest opportunities and barriers regarding the following topics?
  - Data collection and/or data analysis
  - Seamless Transitions
  - Professional Development
  - Accelerated Learning

- Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)

11. How can the SDAERC do a better job reaching out to stakeholders and partners for input and participation?

12. Please indicate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.	<input type="checkbox"/>				
b) There are administrative improvements within member agency institutions that can be incorporated in the future.	<input type="checkbox"/>				

13. Do you believe either member agency has need of additional resources (e.g., funding, people, technology, expertise)?

No

Yes, please explain:

Thank you for participating in the survey.