

California Adult Education Program : Annual Plan : 2019-20 Produced: Mar 4, 2020, 11:07 PM UTC Crystal Robinson

63 South Bay Adult Education Consortium/Southwestern

Plans & Goals - Consortium Approved

Executive Summary

Vision: The South Bay Adult Education Consortium/Southwestern is committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. Members offer well-aligned educational programs that provide the region's adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school diploma or equivalent, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce. Accomplishments made during the prior Program Year: - Members delivered ongoing CAEP noncredit and adult education courses in the areas of ESL, Citizenship, ABE, ASE, CTE, K12 Success, and Workforce (Re) Entry, to over 13,000 adult students. - Established a collaborative relationship between SUHSD Adult Ed counselors and SWC counselors at Higher Ed campuses. - Restructured workgroups based on CAEP goals to aide in our 3 year strategic planning (Gaps in Services, Seamless Transitions, Student Acceleration) and added a Marketing workgroup. - SWC compiled our first look at South Bay community data and labor market information. - Offered SWC NC90 Retraining Readiness courses in conjunction with a tour and presentation for adult school students. - SUHSD implemented a new Student Orientation Assessment and Results (SOAR) program, where adult school students received a comprehensive orientation to all of the pathways and services available to them as SUHSD adult ed students. - SWC created mutiple CDCP certifications in noncredit. - SUHSD expanded the usage of their student information system (Infinite Campus) to connect with current and potential students via text and email messaging. - A group of administrators toured each other's facilities to expand working knowledge of the delivery of AEBG courses and services around the consortium. SUHSD incorporated Customer Service training for all classified staff into the montly PLC schedule. - A consortium PD calendar was created to include trainings hosted by members, state and local conferences, and CAEP TAP. - SWC has created an avenue for SUHSD and CUSD to participate in upcoming Industry Advisory councils. - A universal course list including all CAEP course offerings around the consortium was created. - All members and San Ysidro community partners collaborated to create a K-12 Success program called "Sy Se Puede" for parents in the community of San Ysidro. - CUSD expanded their ESL program offerings in the community in Coronado, and added a Citizenship course. - Three new programs will be offered during the 2019-2020 school year as a result of collaborative planning among members and industry partners during 2018-19: SWC and CUSD collaborated to create a Child Development program in Coronado; SWC, SUHSD, and Goodwill Industries of San Diego collaborated to create a Customer Service program with ESL support at the Goodwill Employment Center in San Ysidro; SWC, SUHSD, and the Southern California Rental Housing Association collaborated to create a Facilities Maintenance Service Technician program with OSHA and Customer Service training at the Chula Vista Adult School. Our primary goals for the upcoming year are to continue to strive to meet the community of need by maximizing course offerings, to evaluate current pathways and begin revising them to align better to student goals, and to find viable avenues to share data among members. All planned allocations are consistent with the 3 year plan, in that they cover the immediate goals and strategies as described by all workgroups.

Regional Planning Overview

Focusing on the goals and strategies of the new 3 year plan, we plan to break down immediate, intermediate, and long term goals into year 1, year 2, and year 3 goals and strategies. The goals and strategies included in the 19-20 plan below are representative of the immediate goals of the 3 year plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Maximizing course offerings in all CAEP program areas continues to be a major need in our consortium due to the large community of need that we serve in the South Bay.

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

The analysis of our community data via our consortium and the Centers of Excellence continue to show tens of thousands of adults within our boundaries in need of ESL, ABE, ASE, and CTE.

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

Our community profile allows us to drive down into specific neighborhoods to target the highest need. Our members are committed to focusing resources to those neighborhoods with the most need. An increase in course offerings in target areas is a local indicator of progress.

Regional Need #2

Gaps in Service / Regional Needs

The need to connect our courses into viable pathways that transition to college and career is a goal that we continue to work toward. Being able to effectively accelerate student progress toward their college and career goals is dependent on the continued creation of multiple relevant pathways where students may enter and exit as needed, as well as putting the appropriate support structures in place to guide students along their pathway.

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

Multiple consortium workgroups identified a need to increase the number of articulated courses and to be more intentional about extending transition support services to adult ed students.

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

An increase in the number of articulated courses and Integrated Education and Training (IET) courses, and an increase in the number of adult school students transitioning to college and career are local indicators of progress.

Regional Need #3

Gaps in Service / Regional Needs

The ability to make data driven decisions in real time is a major need, due to the absence of a unified data system. Accessing real time data would allow us to work toward being proactive in our decision making as opposed to reactive.

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

It is widely recognized state-wide that data sharing within consortia is a major challenge. The state continues to work towards a solution at the state level to facilitate data among CDE and the Chancellor's Office. The consortium-wide data that we currently have access to via the Launchboard is from nearly two school years behind.

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

We will work toward incorporating adult ed data into the current data sharing practices in place among members. An MOU that clearly defines expectations for sharing data among members is a local indicator of progress.

Gaps In Service

New Strategies

Strategy #1

Identify students services gaps and students' academic needs by: a. Reviewing existing successful programs and student services internally and other consortia b. Surveying students, faculty, and staff regarding student goals and needs to reach those goals c. Defining services for students d. Providing opportunities for faculty/staff to observe other members' orientation processes

Strategy #2

Develop consortium orientation presentation that is accessible and online, as well as a Consortium FAQ regarding programs and services for students, with the intent of increasing the role of support and transition services.

Strategy #3

Develop recommendations for further development of programs and services

Strategy #4

Identify staff to liaise between campuses to ensure information is being disseminated to all members and potential students/community members

Strategy #5

Identify all marketing/outreach procedures currently in use for adult ed and comparable consortia and identify gaps in marketing/outreach to be filled by marketing firm's marketing plan or by other consortium members

Strategy #6

Hire marketing firm to evaluate and create a new marketing plan including return on investment a. Materials to highlight adult ed pathways via brochures, pamphlets, banners, website, and social media, etc that include the scope and sequence of courses that lead to a certification b. Materials to be available in multiple languages c. Analyze and reevaluate consortium name, logo, and slogan

Seamless Transitions**New Strategies****Strategy #1**

Identify dedicated counselor(s) or Career Education faculty working with CE faculty at each member district who will: a. Identify the pathway for existing CE programs b. Identify students who could benefit from further career exploration and guide them towards a career

Strategy #2

Establish a user-friendly, effective career exploration tool that can be used by all members of the consortium

Strategy #3

Identify avenues to effectively share information about our students and programs among consortium members to facilitate each students' transition within and across our programs and districts

Strategy #4

Plan for events at Southwestern College geared toward adult ed students

Student Acceleration**New Strategies****Strategy #1**

Coordinate curriculum and programs from member districts and meet with specific departments to identify overlapping programs with the intent to: a. Review and increase the number of articulated courses b. Increase the number of noncredit course options for career training c. Faculty cross observations d. Format universal offerings list that can later be used in pathway formation

Strategy #2

Offer a SWC Personal Development course and/or noncredit college readiness course to adult ed students during their first semester at SWC. Continue to build data to support a learning community cohort.

Strategy #3

Increase general tracking of Adult Ed completion data through: a. Creating surveys to track student completion or reasons for student exit b. Identifying adult ed students with a community college goal c. Developing an education plan for adult ed

students which transitions to SWC d. Continuing to collect data on HiSET/GED scores for course placement e. Beginning to track identified adult ed noncredit students as they transition to SWC and continue to take noncredit courses or transition to credit courses

Strategy #4

Create a partnership between SWC's Power Study Program (or similar) and adult ed sites for Academic Success Center tours (or similar programs) so that adult school students transitioning to SWC are aware of the tutoring services available.

Strategy #5

Analyze the role of ESL for students with different goals (i.e. academic, workforce, community) and make recommendations for programming changes as necessary

Strategy #6

Expand IET courses to prevent the further separation of English acquisition and career training

Strategy #7

SWC to conduct a consortium research project to address the following major recommendations identified by all workgroups:1) Student Support Services should be intentional about assisting all students along a pathway2) Data should be sufficient to accurately track the flow of students throughout the consortiumResearch to include TRIO counselors and other consortium stakeholders, and will result in a pilot to be rolled out starting spring 2020 to address the recommendations.

Professional Development

New Strategies

Strategy #1

To help fill gaps in services, establish ongoing professional development around a. How to address goals with students b. Guided Pathways

Strategy #2

To help accelerate student progress, establish ongoing professional development around a. changes to curriculumb. enrollment policiesc. program offeringsd. AB705 implementatione. Students services and courses offered throughout the consortium, which is frequently revisited and updated

Strategy #3

Other related PD topics as necessary to be determined

Strategy #4

Establish baseline enrollment, completion, and transition data from 18-19 in order to further develop a more comprehensive professional development plan

Strategy #5

To facilitate seamless transitions for students in CE pathways, establish the following professional development opportunities for CE/CTE instructors: a. Observe SWC externship structure to later establish externships for recency and relevancy b. SUHSD and CUSD CTE instructors to participate in SWC's industry advisories

Strategy #6

Create an application process for participants in consortium professional development opportunities that includes ways to bring back information to the larger consortium

Strategy #7

Send a representative to the Academic Senate annual event to bring back information as it relates to noncredit programs

Strategy #8

Offer PD around the basics of pathway formation

Strategy #9

Representatives from all three member districts attend the 2019 CAEP Summit (10 slots available)

Strategy #10

Further utilize CAEP TAP to accomplish PD on various identified topics

Leveraging Resources

New Strategies

Strategy #1

Leverage Strong Workforce marketing and outreach efforts via San Diego/Imperial County Super Region Subcommittee

Strategy #2

Continue collaboration efforts to create programs that lead directly to employment and meet industry needs (i.e. Facilities Maintenance Technician Program, Child Development Program, Goodwill Customer Service Program)

Strategy #3

Improve facilitation, coordination, and collaboration by developing a system of incorporating consortium and member goals, that leads to measurable improvements

Strategy #4

Explore avenues for better incorporating student and community input

Strategy #5

Review governance rules and procedures with the intent of further refining decision-making processes using Human Centered Design principles

Strategy #6

Leverage grants available to members to support consortium goals (i.e. WIOA, Perkins, Workability, Noncredit SSSP, etc.)

Fiscal Management

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

The planned allocations for 19-20 are consistent with the annual adult education plan, which is based on our CAEP 3 year plan, in that all three members will continue to provide programs and services outlined in our 3 year plan, and are committed to realizing the strategies outlined in the 19-20 plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Remaining carryover funds from members will be incorporated into member budgets and workplans for 19-20. We will focus remaining carryover funds at the consortium level for marketing and outreach activities, creating a task force and subsequent pilot to address major data and transition challenges, and increasing capacity for participation in multiple professional development opportunities outlined in the 19-20 plan.

Certification

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08/28/2019 10:08 AM PDT

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