

California Adult Education Program : Annual Plan : 2021-22 Produced: Aug 13, 2021, 09:10 PM UTC Vernon Moore

## 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 include the following: 1) members delivered ongoing CAEP noncredit and adult education courses in the areas of ESL, Citizenship, ABE, ASE, and CTE to over 5,000 students, with Coronado serving over 100 students in ESL and CTE, Southwestern College Continuing Education serving over 1,200 students in ESL and CTE, and Sweetwater serving over 3,700 students in ESL, Citizenship, ABE, ASE and CTE. 2) Phase 1 of our consortium-wide project to establish and close gaps in transitions and data sharing was completed, with Southwestern College as the lead agency on this effort, 3) Southwestern and Sweetwater developed an inventory of over 20 articulated courses, 4) Sweetwater rolled out their new Disability and Access Resource Center (DARC) that provided student support services in the form of: consultation, coaching, academic development, vocational counseling, Workability II services, accommodations, learning assistance plans, and referrals for testing for disabilities to over 70 students, 5) Coronado established their first Registered Behavior Technician cohort with seven students successfully completing the program, 6) Members made progress on establishing and refining Academic ESL, Workplace ESL, and Community ESL pathways, 7) Southwestern made progress in creating and refining CDCP certificate programs and noncredit progress indicators 8) Members participated in the regional effort to incorporate adult ed and noncredit CTE courses into the existing Program Finder tool, 9) Southwestern and Sweetwater increased job readiness opportunities for students by leveraging the Goodwill Industries of San Diego County Job Readiness Certificate program, 10) Southwestern student onboarding efforts were expanded with more individualized "intrusive" efforts for registration, enrollment and accessing of remote/fully DE instruction, 11) Southwestern expanded its K12 Success program in partnership with UCSD Parent University, to be rolled out in Summer 2021, and 12) Sweetwater updated and replaced all student class furniture to meet the needs of dynamic learning environments, which includes flexible and mobile furniture systems to encourage and support collaboration, communication, creativity for small group activity, blended and hybrid learning. The consortium's primary goals for the upcoming year are to: 1) continue to strive to equitably and inclusively meet the community of need by advertising and maximizing course offerings and student services, 2) continue to evaluate and revise current educational pathways to align better to student goals and community needs which includes increasing community engagement, and 3) find viable avenues to share data among members. The new Data and Transitions Teams will inform the Consortium how to best move forward with improving student transitions and data driven decision making. The objectives of the Data Team, to be led by a Research Analyst from Southwestern College, are to 1) complete the baseline analysis of student transition, 2) establish a process for and perform regular data matches to provide adult schools with information on which students transitioned to postsecondary, and 3) support the transitions team with data analysis, surveys as needed, and evaluation of a pilot. The objectives of the Transitions Team, to be led by a Transition Coordinator hired by Coronado, are to 1) create, map and document student pathways that support the CAEP definition of successful transition, 2) develop processes and resources to support transition, and 3) refine, monitor, and evaluate a pilot transition model. In an effort to uncover and address systemic racial injustices, the adult education student journey will be examined by demographic data, and we will strive to answer the following questions: 1) Are some groups progressing and succeeding faster than other groups? and 2) What strategies and student supports can we use to ensure equitable student progress and success? We will utilize available resources such as TOPSpro student reports, Launchboard regional and district data sets, a baseline student transition analysis, and other assessments. All planned allocations are aligned with the 3 year plan, in that they support the goals and strategies as described by all workgroups during strategic planning.

#### Regional Planning Overview

During strategic planning for our 3 year planning efforts, all workgroups identified a common need to: 1) improve data sharing efforts and 2) provide transition services for all students. At the beginning of the 19-20 school year, we determined that the best course of action was to dedicate a research project to these two topics. We started Phase 1 of this project in 19-20,

continued in 20-21, and plan to complete the project in 2021-2022. We expect the findings of this project to inform several aspects of how we will move forward with data sharing and transitioning of students from adult education to Southwestern College and the workforce. The consortium and members recognize that students, staff, teacher, and faculty needs, as well as the local labor market, have significantly changed since our current 3 year plan was drafted, with the largest impact stemming from the COVID-19 pandemic and the resulting economic fallout. The consortium and its members are committed to adapting curriculum, instruction, services, and professional development accordingly as we continue to adjust to our new reality. The consortium and members recognize that the CAEP budget and other funding sources may still be in flux as we start the 2021-2022 academic year, and will all work toward navigating a successful transition back to in person operations. In response to the ongoing COVID-19 pandemic, all members continue to serve students in a distance learning environment, while also meeting the needs of staff, teachers, and faculty. Members continue to utilize a variety of online platforms to deliver instruction (Canvas, Zoom, Microsoft Teams, and Google), and have continued to provide students, teachers, and faculty with devices and support needed to successfully deliver and receive instruction. Members have continued to provide professional development for teachers/faculty related to the delivery of online instruction, including DEFT (Distance Education Faculty Training) at SWC, and weekly teacher teams at SUHSD, while also participating in professional development around equity and inclusion. Members also provide increased technical assistance to students such as student onboarding videos at Southwestern and drop in times for students to ask technical questions at Sweetwater. Existing student supports and referrals in relation to food, employment, clothing, health, shelter, and public assistance continue to be available to Consortia students. The COVID-19 pandemic has also drastically changed California's budget outlook, resulting in the need for member allocations to be strategic and responsive to the changes in the economy and to the impacts on adult education programs and students. CAEP budgets will remain focused on maintaining the integrity of CAEP programs and services, and a commitment from members to utilize available data to inform programmatic changes. In addition, 2021-2022 is a transition period between long range plans as the next 3 year plan is due June 2022. Strategic planning strategies for the 3 year period beginning in 2022-2023 will take place alongside the 2021-2022 annual plan strategies.

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## 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 communities of need that we serve in San Diego's South Bay. As referenced in our current 3 year plan, our service area contains over 71,000 adults without a high school diploma and more than 113,000 English learners. Ensuring a sufficient amount of CAEP program offerings is critical to serving the large community of need.

#### 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. More detailed demographic information can be found in our current 3 year plan.

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

Our community profile allows us to drill down into specific neighborhoods to target the highest need. Our members are committed to focusing resources to those neighborhoods with the most need. A baseline indicator of progress is an increase in course offerings in target areas. Student progress is then measured by educational functional level gains in ABE, ASE, and ESL, completion of high school diplomas or the equivalent, employment attainment, and successful transition to postsecondary.

### Regional Need #2

#### Gaps in Service / Regional Needs

Due to the current pandemic and resulting economic fallout, we have a need to determine how to best deliver relevant programs and services to our student community both in person and from a distance.

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

All CAEP courses were converted to online/remote delivery in March 2020 due to physical distancing protocols. All members continued this trend for the 2020-2021 academic year. The 2021-2022 academic year will see a phased reopening to in person

instruction, with members committing to offering a choice of in person or online/remote instruction to CAEP students where applicable. Developing and maintaining programs that meet the needs of the current economy and the job-seeking student, as well as programs intended to boost students' basic skills will be of the utmost importance.

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

Steady enrollment and maintaining or improving the level of CAEP indicators of progress as in previous years (i.e. educational functioning level increases in ESL and ABE, high school diploma attainment, student completion of courses, and student transition to postsecondary and the workforce), are all indicators of effectiveness related to successful delivery of online/remote and in person instruction.

## Gaps In Service

### New Strategies

**Strategy #1**

To address a lack of tutoring services available at adult schools, members will explore avenues to provide academic tutoring to adult school students.

**Strategy #2**

The consortium will continue to work with the San Diego and Imperial Community Colleges Regional Consortium on the integration of adult schools and noncredit CTE courses into the Program Finder Tool.

**Strategy #3**

Southwestern Continuing Ed will implement their plans to offer new curriculum in various CAEP areas.

**Strategy #4**

To address the need for CTE programs to better respond to regional labor market needs, members will utilize labor market information (San Diego Workforce Partnership (SDWP)/Centers of Excellence (COE)/Launchboard) to review new programs/curriculum as a consortium.

**Strategy #5**

In an effort to maximize marketing funds, consortium and members will engage in strategic marketing efforts to increase access. Coronado will host consortium marketing efforts.

**Strategy #6**

In an effort to fill potential gaps in programming and continue to serve the community of need, Southwestern Continuing Ed will explore offering CAEP courses on days and times not offered by the adult schools.

**Strategy #7**

In order to update the CTE program to meet current industry standards in curriculum, materials, and instruction as needed, Sweetwater will conduct a thorough review of current CTE equipment and curriculum as it relates to industry needs as identified by industry advisors.

**Strategy #8**

In 2020-2021, Sweetwater established the Disability and Access Resource Center (DARC) in response to a lack of support services to adults with disabilities. In 2021-2022, DARC will 1) increase the current level of services to adults with disabilities, 2) address inequity in representation of nontraditional populations in CTE pathways, and 3) establish a formal process to institute an equity statement, in all courses, to create an infrastructure of inclusivity for advocacy for adult learners with disabilities.

**Strategy #9**

The consortium currently does not have programming around basic literacy. Sweetwater will create and offer ABE Beginning Literacy to address the needs currently not met of adults with low literacy skills.

**Strategy #10**

The consortium currently does not have a system in place to share data. The consortium Data and Transitions teams will determine the need to purchase a shared data system.

## Seamless Transitions

### New Strategies

#### Strategy #1

Phase I findings of the consortium Data and Transitions project include the recommendation that the Transitions Team be led by a Transitions Coordinator. Coronado to hire Transitions Coordinator to lead the Transitions Team for 2021-2022.

#### Strategy #2

Phase I findings of the consortium Data and Transitions project include the recommendation that the Data Team be led by a Research Analyst. Southwestern to assign a Research Analyst to lead the Data Team for 2021-2022.

#### Strategy #3

The consortium plans to complete the Data and Transitions project thru Phase IV, including evaluating a pilot project.

#### Strategy #4

SB554 (2019) authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college. In collaboration with the other members, Southwestern will establish a process to implement adult student enrollment under SB554.

#### Strategy #5

In an effort to broaden adult school student options for career training, members will explore adult school student dual enrollment in noncredit CTE & Workforce Prep.

#### Strategy #6

Southwestern will continue to build on efforts around creating student progress indicators and transcripts, and will collaborate with other members on starting this process.

#### Strategy #7

Sweetwater will work toward strengthening the bridge between 7-12 and adult education by presenting on the adult education program in a manner that is optionally available and accessible to all Sweetwater seniors.

## Student Acceleration

### New Strategies

#### Strategy #1

The consortium will continue to work with the San Diego and Imperial Community Colleges Regional Consortium on the regional effort to develop an Early College Credit Handbook.

#### Strategy #2

As the ability to offer both in-person and remote/online instruction unfolds, members will continue to engage in intentional scheduling and enrollment management so that students can complete in less time.

#### Strategy #3

Southwestern to engage in the regional discussion around developing a system for CPL (credit for prior learning).

**Strategy #4**

With students in the initial Registered Behavior Technician (RBT) cohort completing in summer 2021, Coronado will continue to refine the program, as well as explore potential additional CTE programs that accelerate student learning and transition to the workforce.

**Strategy #5**

The consortium will identify courses at Southwestern that can be embedded in adult school courses, such as OSHA and Customer Service, to accelerate student completions of certificate programs in a shorter amount of time.

**Professional Development****New Strategies****Strategy #1**

The CALPRO Collaborative Curriculum Alignment Community of Practice was offered as a pilot program in spring 2021. Members plan to participate in this Community of Practice as it is rolled out with wider access in 2021-2022.

**Strategy #2**

The CAEP Launchboard is a statewide tool for consortia to use during strategic planning efforts, and members will engage in professional development around using this tool in order to prepare for our 3 year strategic planning efforts.

**Strategy #3**

New CAEP State Goals were revealed in spring 2021: Equity, Program Development, Program Evaluation, Technology & Distance Learning, Learner Transition, Leadership, and Marketing. Members will engage in professional development in these areas to prepare for our 3 year strategic planning efforts.

**Strategy #4**

The annual CAEP Summit is an opportunity to share best practices with consortia throughout the state. Members will plan to attend the CAEP Summit in October 2021.

**Strategy #5**

As needed, members will participate in additional professional development around strategic planning. Members will also engage in strategic planning activities for the upcoming consortium 3 year plan, to include the following stakeholder groups: pupils, faculty, teachers, counselors, administrators, classified staff, and community partners.

**Strategy #6**

Varying degrees of COVID19 restrictions are being lifted at various times across the consortium and the County. Members to identify professional development around wellness and mental health support on trauma related to the shift back to reopening.

**Strategy #7**

In order to better leverage our efforts around the sharing of CTE curriculum related to the regional Program Finder tool, the consortium has identified a need for professional development around SOC codes and TOP codes for the adult schools, as well as professional development around the CTE credentialing structure for Southwestern.

**Leveraging Resources****New Strategies****Strategy #1**

SUHSD will leverage the WIOA Continuous Improvement Plan (CIP) to co-enroll Academic ESL students into ABE courses, to boost reading and writing skills of academic ESL students in a shorter amount of time.

#### **Strategy #2**

AB 2098 (2018) directed CAEP to measure the educational and integration needs of immigrant adults and the effectiveness of providers in demonstrating immigrant integration in civic and community life. In 2021, CAEP unveiled an Immigrant Integration Framework (IIF) that includes economic security, English proficiency, credentials and residency, health and wellbeing, educational and career advancement, first language literacy, providing for children and families, participation in civic and community life, self efficacy, and digital literacy. The consortium will explore leveraging the IIF to create a culture of effective practices supporting immigrant integration that includes wraparound support services and counseling for immigrant students, as well as a potential partnership between the Southwestern ESL Advocate and Sweetwater Community Facilitator Liaison positions.

#### **Strategy #3**

In an effort to better leverage resources available for targeted student groups, the consortium will identify and share related district and community resources.

#### **Strategy #4**

Additional sources of funding to enable development of services outside district parameters are limited. The consortium will explore possible sources of funding to leverage CAEP efforts.

#### **Strategy #5**

The consortium will collaborate to enhance and expand Southwestern's efforts in establishing a K12 Success program.

#### **Strategy #6**

Sweetwater will continue to leverage the Integrated English Literacy and Civics Education (IELCE) plan and funding to provide ESL support to students in all CTE programs.

#### **Strategy #7**

To continue leveraging community resources and expertise, members will maintain and expand on partnerships with community partners including Goodwill Industries of San Diego County and South County Career Center.

#### **Strategy #8**

Members will continue to refine the articulation process between Sweetwater Adult Ed and Southwestern College.

## **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 21-22 are consistent with the annual plan, which is based on our CAEP three year plan. All three members will continue to provide programs and services outlined in our three year plan, and are committed to following through on the strategies outlined in the 21-22 plan.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.**

Remaining carryover funds from members will be incorporated into member budgets and work plans for 21-22. We will focus remaining carryover funds at the consortium level for marketing and outreach activities.

## **Certification**

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