

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



Contents

Purpose.....	2
Methodology	2
Results	3
Q1. Constituency Group	3
Q2. Voting status	4
Q3. Consortium structure, processes, and representatives	5-7
Q4. Consortium's governance and oversight focus for the next 3 years	8
Q5. Biggest challenges in terms of the governance and effective implementation of AEBG.....	9
Q6. Alignment improvement for member agencies	10
Q7. Productive workgroups for the Consortium.....	11
Q8. Opportunities to develop more collaborative efforts between SDCE and SDUSD	12
Q9. Service gaps addressed or to be addressed	13
Q10. Opportunities and barriers	14-16
Q11. Reaching stakeholders and partners for input and participation	17
Q12. Understanding of the intent for AEBG	18-19
Q13. Additional resources	20
Appendix: Survey Instrument.....	21

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

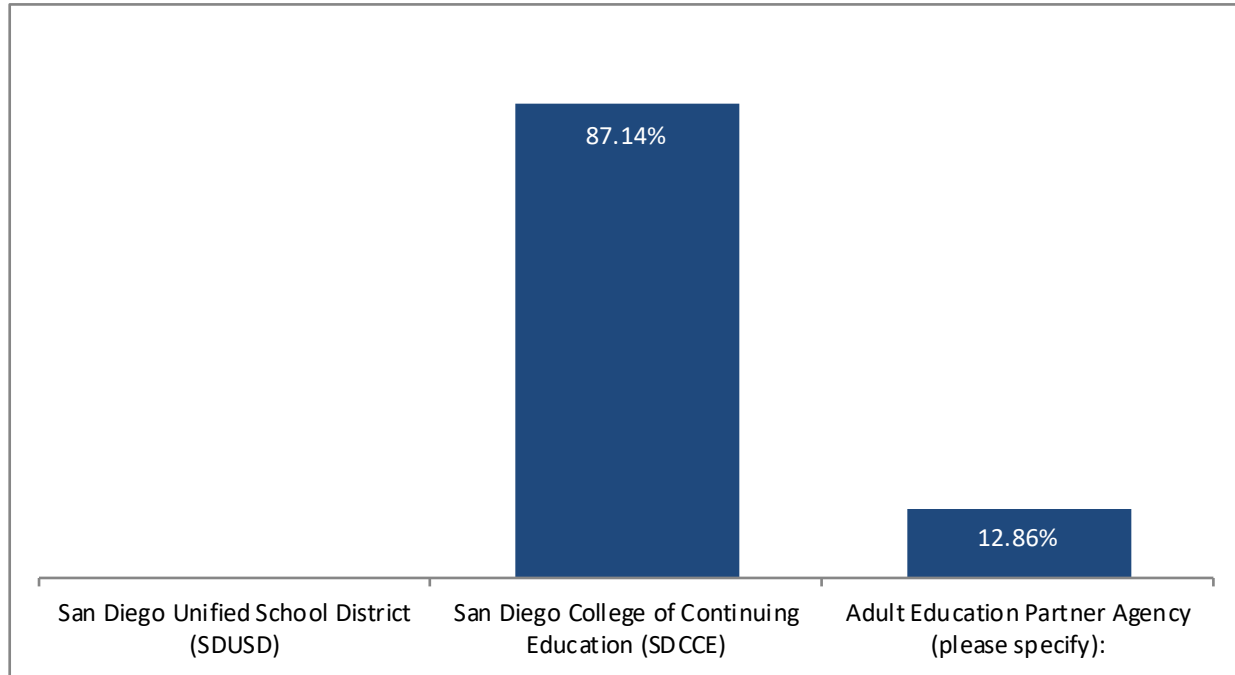
PRIE conducted online survey data collection in June and July (4/19/2022 – 4/29/2022). Seven-hundred-thirty-six survey invitees who had been identified as contributors to the SDAERC were emailed one survey invitation followed by three reminders. A total of 70 surveys were completed (10% response rate).

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:

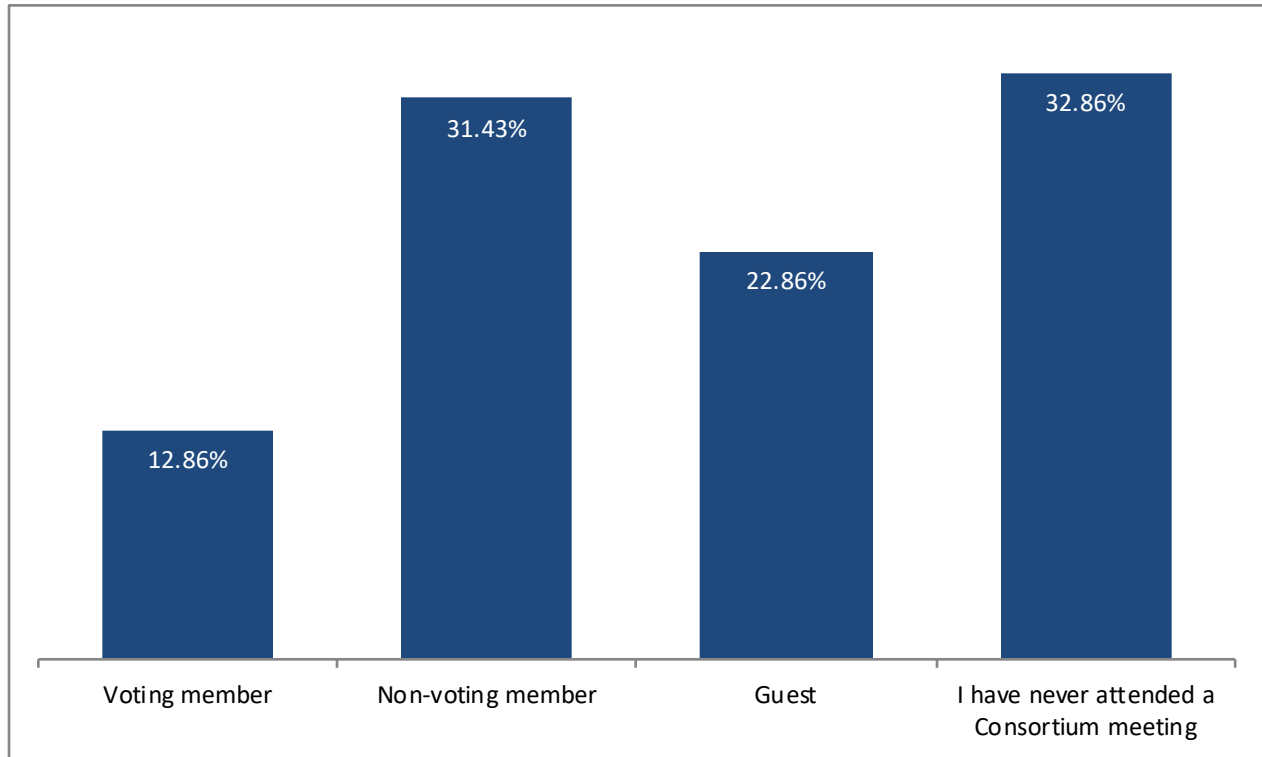


Answer Choices	Responses	
San Diego Unified School District (SDUSD)	0.00%	0
San Diego College of Continuing Education (SDCCE)	87.14%	61
Adult Education Partner Agency (please specify):	12.86%	9
Answered		70

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:



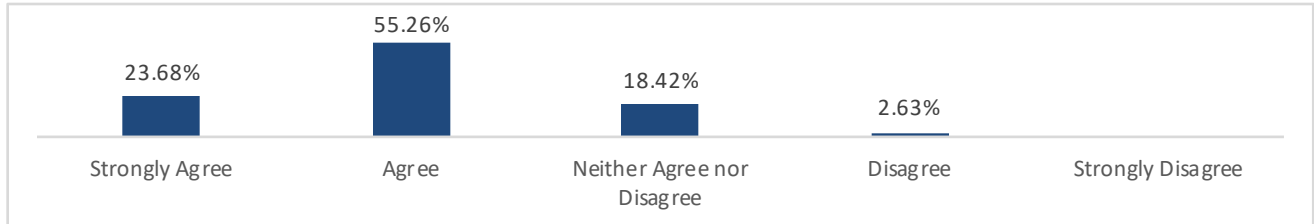
Answer Choices	Responses	
Voting member	12.86%	9
Non-voting member	31.43%	22
Guest	22.86%	16
I have never attended a Consortium meeting	32.86%	23
	Answered	70

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

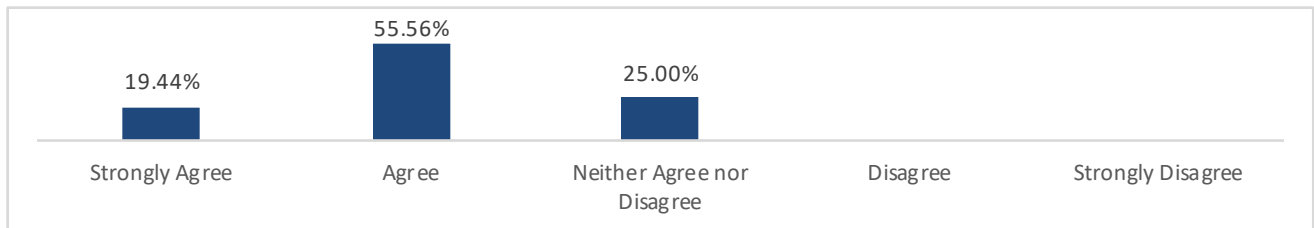
2022 SDAER Consortium Effectiveness Survey

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

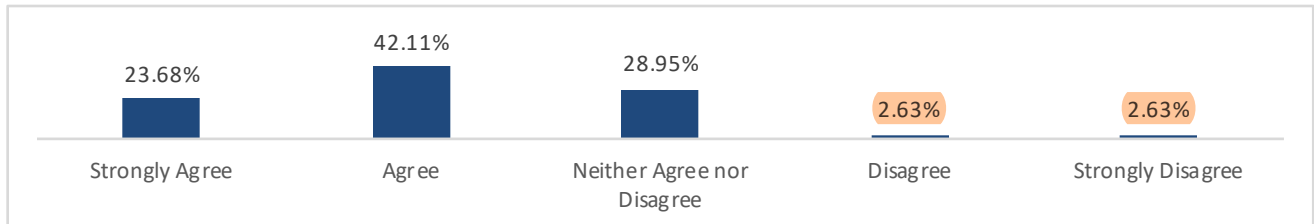
The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.



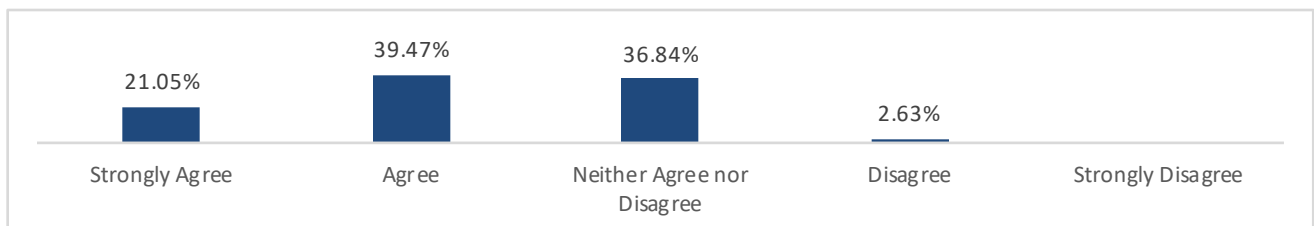
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).



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%
	Total	38	100%
	Answered	38	
	Skipped	32	
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	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%
	Total	38	100%
	Answered	38	
	Skipped	32	
The Consortium voting representatives have full understanding of the intent for CAEP.	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%
	Total	38	100%
	Answered	36	
	Skipped	34	
We have the right representatives sitting on the Consortium.	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%
	Total	38	100%
	Answered	38	
	Skipped	32	

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 CCCC 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 Consortiums 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/1JP6Vbn1DVIGWgHYOeoJbSZVli5gNon8EPIMcqWWqUZw/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 CTE 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 was redacted to preserve the confidentiality of survey responses.

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
	Answered	22
	No Response	48

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 otehr.
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 Ukranian refugees and all refugees. International Rescue Committee is a good start for example.

Unknown

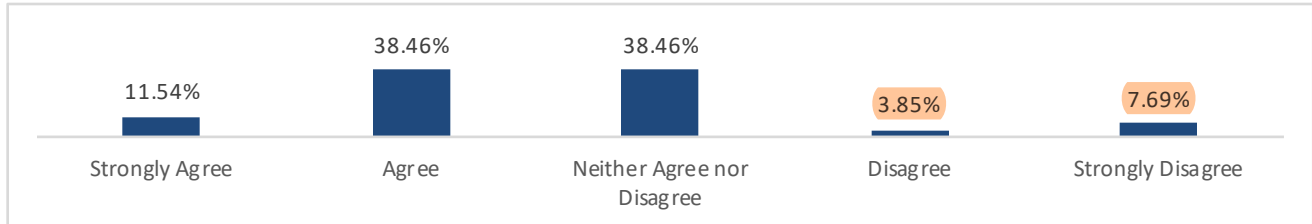
We need to re-think the role of CAEP coordination

Answered	23
No Response	47

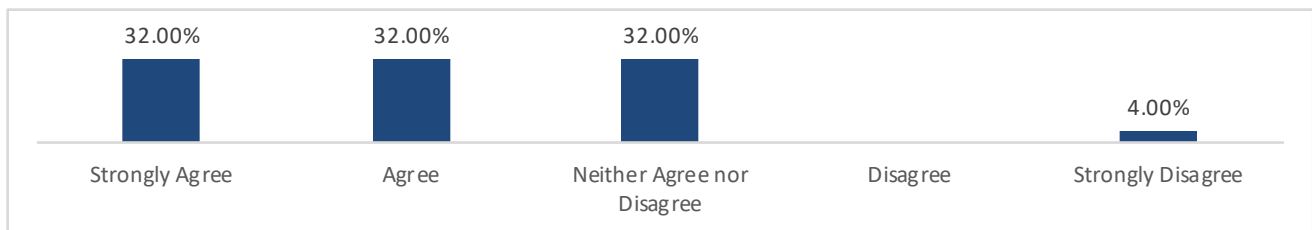
2022 SDAER Consortium Effectiveness Survey

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
Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.	Strongly Agree	3	11.54%
	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
There are administrative improvements within member agency institutions that can be incorporated in the future.	Strongly Agree	8	32.00%
	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 that we otherwise could.

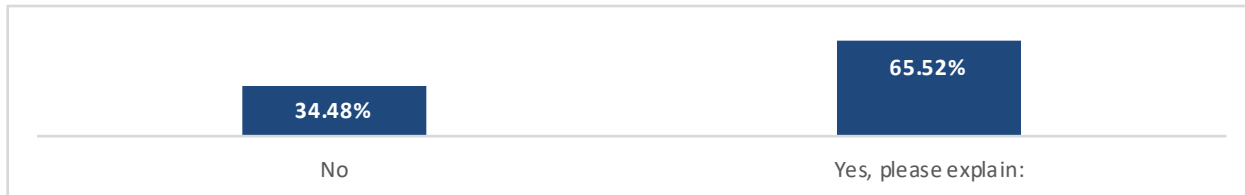
Comments offered earlier address this concern.

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%
Answered	29	
No Response	41	

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 inexpendable.

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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The Consortium voting representatives have full understanding of the intent for CAEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We have the right representatives sitting on the Consortium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There are administrative improvements within member agency institutions that can be incorporated in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.