

SDAERC - AB86 Checklist and Index

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SDAERC

**SAN DIEGO
ADULT EDUCATION
REGIONAL CONSORTIUM**

FINAL PLAN

Submitted March 1, 2015

San Diego Adult Education Regional Consortium

SDAERC | March 1, 2015

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San Diego Adult Education Regional Consortium
SDAERC | March 1, 2015

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DEDICATION

This document is dedicated to all of the participants of this AB 86 planning process and to the adult learners who will most benefit from this effort.

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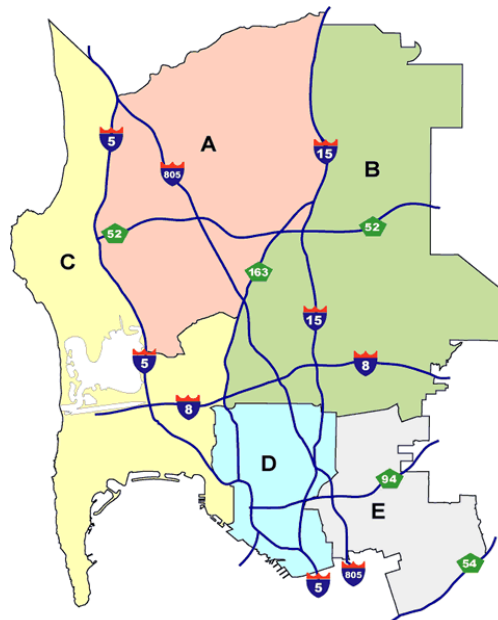
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INTRODUCTION

MEMBERSHIP

The San Diego Adult Education Regional Consortium (SDAERC) was awarded an AB 86 Adult Education Consortium Planning Grant in the amount of \$439,517 for the performance period: March 5, 2014 – June 30, 2015 to develop a regional plan to expand and improve delivery of adult education services in San Diego.

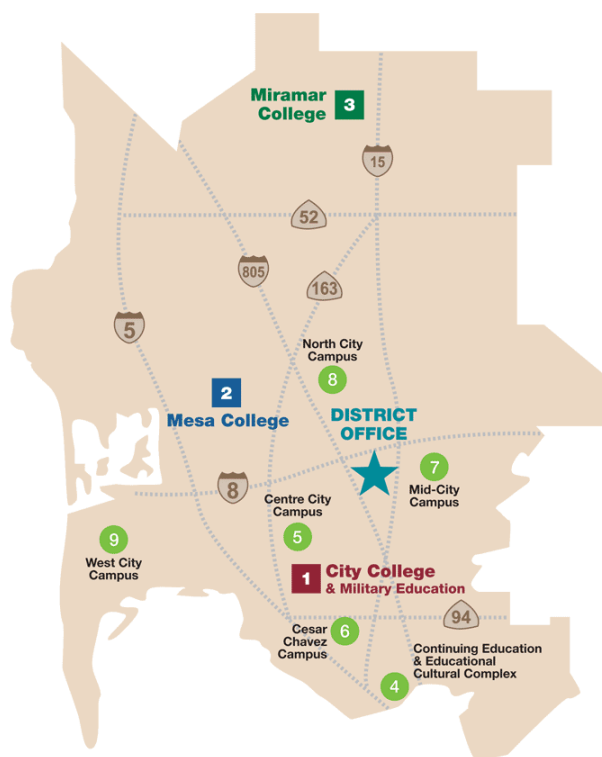
The SDAERC, which includes the San Diego Community College Continuing Education (SDCE) and the San Diego Unified School District Adult Education Program (SDUSD) serves the entire City of San Diego. SDCE includes seven campuses and over 200 off-campus sites within the city of San Diego. The SDUSD adult education program comprises five site locations with facilities on high school campuses in the school district. SDCE served almost 26,000 students and SDUSD adult education program served just over 800 adult learners in Fall 2013. However, it is important to note that the SDUSD adult education program provides classes in only one adult education program area, Secondary Basic Skills, while SDCE provides classes in all adult education program areas. It is also important to note that SDUSD adult student enrollment has dropped by approximately 66% due to K-12 adult education funding flexibility which resulted in budget reductions to the SDUSD adult education program.



San Diego Unified School District Boundaries

San Diego Adult Education Regional Consortium
SDAERC | March 1, 2015

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San Diego Community College Non Credit and Adult Education Boundaries

It is now fairly certain that the direction of the adult education funding and method of funding will continue through the regional consortia model. The funding of SDUSD adult education program will continue through the 2015-16 school year to maintain current capacity and future funding is projected to be supported through the SDAERC model in the future. SDUSD Adult School has made it possible for thousands of young adult students to earn the high school diploma over the years rather than become dropout statistics with a limited future. The SDUSD Adult School team is committed to

continue to provide a path to success for these students and with the preliminary budget release supporting funding of K-12 adult education across the state for 2015-16, the opportunities for continuation and even growth are now clear.

SDUSD and SDCE have been serving the educational needs of adult learners in the community since 1914. Originally, adult education consisted of free night classes in areas such as elementary and secondary basic skills and citizenship instruction. After World War II, the program expanded to include high school completion courses for returning veterans. In 1960, a charter was recorded that changed the name from San Diego Evening High School to San Diego Adult School. That year also marked the first high school graduation for adults. From this beginning, and through several decades of name changes and some juggling of locations and class offerings, adult education remained under the jurisdiction of SDUSD until 1969.

San Diego Community College District (SDCCD) was formed in 1970. The new district included an adult education entity (the current SDCE institution) and became an entirely separate district from SDUSD but continued to operate under the SDUSD governing Board. In November 1972, San Diego voters approved the formation of a separate governing Board for SDCCD, a Chancellor was selected, and the first Board of Trustees took office in December 1973. SDCE was specifically charged with the education of adult students in San Diego. SDCE is one of the largest institutions of its kind in the nation. It is accredited by the Western Association of Schools and Colleges.

In 1979, a formal “Delineation of Function” Agreement signed by SDUSD and SDCCD reaffirmed the authorization for SDCE to provide the majority of non-credit adult education while authorizing SDUSD to provide adult education Secondary Basic Skills courses needed for the high school diploma, as well as a limited number of other adult education courses to former students 18 to 19 years, 11 months of age. The Agreement also reserves to SDUSD the authority to determine the requirements for the Adult Education Joint High School Diploma which is awarded jointly by both districts.

While the collaboration between our institutions is not a new one, AB 86 has renewed our conviction to achieve what may be our most ambitious goal in the past 100 years: to change the structure of adult education in the San Diego region. When this goal is met, opportunities for adults will grow in both breadth and depth, transitions into the workforce or post-secondary learning will improve, individuals who are learning English, obtaining a high school diploma or those with disabilities will see opportunities increase. AB 86 has the potential not only to promote the Mission of SDCE -- “to provide ongoing learning opportunities and prepare diverse students for advancement” -- but also to fortify the Vision of “assisting students to transform their lives.”

Although the name has changed over the years and the sites have increased in number and size, the 1914 words of San Diego High School Principal Arthur Gold still resonate:

“College preparation is amply cared for in the usual courses that lead in that direction. To supplement these courses and to provide for that large proportion of high school pupils who cannot or do not care to go to college, equally ample provision is made.”

In the early 1980s, President Lillian K. Beam, PhD. recognized the success of the Educational Cultural Complex, the newest SDCE site, in meeting occupational training needs in automotive, electronic assembly, office labs, printing, and welding and pointed out that 60 percent of four-year college graduates were former community college students.

Beam highlighted the crucial role played by adult education even in times of economic uncertainty. Though the details of that economic uncertainty have changed, the role of adult education has not. She pointed out:

“At a time when taxation and an inflated economy command the attention of the public, it is significant that Continuing Education can present a progress report of vigorous development and sound financial health, the result of a faculty and staff that has dedicated itself to the basic principles of education and fiscal responsibility.”

AB 86 represents yet another opportunity to demonstrate San Diego Continuing Education’s and SDUSD Adult School’s continuing dedication to students and their success. In 2013, Interim President Rudy Kastelic again underscored the crucial role played by SDCE and SDUSD Adult School in the lives of students:

“Our diverse students enroll in these programs to seek better lives for themselves and their families. They persist in their education when faculty, staff, and administration encourage them and provide them with the learning opportunities they need to achieve their goals as quickly as possible.”

SDCE and SDUSD share more than forty educational partnerships, including Early and Middle College Programs, classroom support programs, and Alternative High Schools. However, it is the Adult Education Joint High School Diploma Program that defines the adult education partnership. This very successful collaborative effort represents a 30-year agreement between SDCE and SDUSD that provides adult students from both districts the opportunity to complete course requirements for the Adult Education Joint High School Diploma. In October 2013, the SDCE Academic Senate passed a Resolution in Support of Adult Education in the region. The proclamation is one example of this long-standing successful collaboration.

SDCE and SDUSD adult education programs remain a vibrant force driven by the passion of faculty, staff, and administration to remain true to core values, the values that have shaped these programs for the first 100 years and will continue to shape them for the next 100 years. While the details may change, the cornerstone remains true. That cornerstone includes dedication to the changing needs of students, recognition that power is born of collaboration, and acknowledgment that creativity and innovation are central to a dynamic adult education program.

Demographics

Demographic comparisons between the City of San Diego community adult population and the SDAERC student population in terms of gender, age and ethnicity confirm that the adult learners who participate in the region's adult education services closely mirror the demographics of the area as a whole.

Gender (2013-14 data for SDUSD AE, Fall 2013 data for SDCE)

Sources: SANDAG 2013 Estimates; SDCCD Information System, SDUSD Information System

| Gender | SDCE Students | SDUSD Adult Students | Community Adult Population |
|----------------|---------------|----------------------|----------------------------|
| female | 64% | 48% | 50% |
| male | 36% | 44% | 50% |
| did not report | | 8% | |

Age (2013-14 data for SDUSD AE, Fall 2013 data for SDCE)

Sources: SANDAG 2013 Estimates; SDCCD Information System, SDUSD Information System

| Age | SDCE Students | SDUSD Adult Students | Community Adult Population |
|----------|---------------|----------------------|----------------------------|
| under 18 | 0% | 10.5% | 22% |
| 18-24 | 13% | 72.5% | 11% |
| 25-29 | 10% | 8% | 8% |
| 30-39 | 19% | 3.2% | 15% |

| | | | |
|--------------|------------|-------------|------------|
| 40-49 | 15% | .62% | 13% |
| 50+ | 43% | .24% | 30% |

Ethnicity (2013-14 data for SDUSD AE, Fall 2013 data for SDCE)

Sources: SANDAG 2013 Estimates; SDCCD Information System, SDUSD Information System

| Ethnicity | SDCE Students | SDUSD Adult Students | Community Adult Population |
|-------------------------|----------------------|-----------------------------|-----------------------------------|
| African American | 8% | 15.6% | 6% |
| American Indian | 0% | .62% | 0% |
| Asian/Pacific | 16% | 7.2% | 17% |
| Latino | 34% | not reported | 24% |
| White | 32% | 68% | 50% |
| Other | 2% | .6% | 3% |
| Unreported | 8% | 7.8% | 0% |

Literacy Levels

The 2003 National Assessment of Adult Literacy Survey (NAAL) assessed prose and quantitative literacy skills of adults in the United States and identified five levels of literacy, from Non-Literate to Proficient. Analysis of the NAAL survey in 2003, published in December 2005, identified 11 million U.S. adults as Non-Literate, 23 million adults as Below-Basic, 63 million adults as Basic, 95 million adults as Intermediate, and 28 million as Proficient.

In San Diego County, 440,206 adults perform at the Below Basic literacy level, representing 20.2% of the population. Of adults in this category, 56.8% identify as Hispanic, 24.5% as African-American, and 6.5% as Asian/Pacific Islander. These statistics underscore the need for the continuation and expansion of adult literacy services in the San Diego region. This consortium's role in providing these services to adults in the area cannot be overestimated (2009 NAAL data from 2010 WASC Report).

While unemployment in San Diego County remains problematic (6% as reported by EDD in July 2014), its literacy needs and the increasing educational demands of jobs with family-sustaining wages indicate that adult education in the region remains a potent force for higher educational attainment and improved job prospects.

AB 86 PROCESS AND STRUCTURE

The Steering Committee members representing SDCE and SDUSD agree that AB 86 has provided consortium members an unprecedented opportunity to collaborate in developing a regional approach to addressing the unmet needs of San Diego's adult learners. By consensus the members decided to compensate faculty for their work on development of a local regional plan that creates an integrated, consistently high quality system across both programs. This decision was an explicit representation of the philosophies that guide this process in the San Diego region: inclusion, transparency, and equity. As the process moves forward, the ideas of the adult learners who benefit from the programs will also be sought to drive the work of the SDAERC and its Faculty Work Groups.

On March 25, 2014, San Diego Continuing Education and San Diego Unified Adult Education hosted a reception for faculty members from both member organizations. Continuing Education President, Anthony Beebe, and San Diego Unified Adult Education Program Manager, Marc Gottuso, explained the goals of the AB 86 legislation, described the regional consortia, and invited all those in attendance to participate by joining faculty work groups tasked to develop the local regional plan.

The seven faculty-driven work groups comprise over sixty faculty members. Four of the work groups address five specific AB 86 program areas (CTE to include short-term apprenticeships). Objective work groups have been organized to address Student Support and Transition; Professional Development, and Community Partnerships. Work groups include faculty members from San Diego Unified Adult Education, Continuing Education Non-Credit, and San Diego Community College District Credit Programs. Recruitment is ongoing.

The 4 Program Area Work Groups for the SDAERC include the following:

1. Elementary and Secondary Basic Skills
2. ESL/Citizenship
3. Students with Disabilities
4. Career Technical Education and Apprenticeships

The 3 Objective Work Groups for the SDAERC include the following:

1. Student Support and Transitions
2. Professional Development
3. Community Partnerships

On May 29, 2014, SDCE hosted a meeting of Region 10 AB 86 Consortia members. The five consortia represent North County, Central San Diego (SDAERC), South County, East County and

Imperial Valley. The purpose of this meeting was to foster communication and shared leadership and coordinate efforts for the larger regional area. This group has been named the Region 10 AB 86 Peers Group.

The SDAERC Steering Committee Membership

Timothy Pawlak, AB 86 Project Director and President of SDCE Academic Senate
Marc Gottuso, Program Manager SDUSD Adult Education
Brian Ellison, Vice President SDCE
Rosalina McCollum, Teacher/Advisor SDUSD Adult Education

Past Members

Anthony Beebe, President SDCCD City College
Jamil Person, SDUSD Adult Education, Teacher

The Steering Committee meets twice monthly as needed and also meets twice monthly as needed with the Work Group Chairs and Work Group writers and once monthly with all leadership and community participants. The Work Groups' draft plans for Objectives 1, 2, and 4 formed the basis for the San Diego Regional Comprehensive Plan submitted on July 31, 2014. The plan-to-date submitted on October 31, 2014, included Work Groups' draft plans for Objectives 3, 5, 6, and 7 along with revisions to previously submitted Objectives 1, 2, and 4. Work products have been synthesized into the plan-to-date by a writing team all of whom have significant adult education teaching experience. Further, the plan-to-date was reviewed by the Steering Committee and adult education program administrators from SDUSD, SDCE and SDCCD. In addition, faculty at the SDCE Convocation was encouraged to provide input and suggestions prior to submission on October 31, 2014. All stakeholders' input and participation will be encouraged as this process continues in preparation for the upcoming submission on March 1, 2015.

AB 86 SUMMIT SUMMARY

Two recent events have helped to crystallize the AB 86 planning process and brought into focus both the potential to improve the delivery of adult education in the state and the challenges involved in doing so. The Adult Education Regional Summit in October provided the opportunity for leaders from every consortium in the state to come together and share what they have learned in the course of this planning process so far, as well as contribute to the statewide effort. The Summit could be construed as a consortium writ large; its goals represented an effort to accomplish statewide what the individual consortia are in the process of envisioning locally.

Assemblywoman Buchanan and other members of the legislative panel addressed the Summit participants. They were both inspiring and adamant that AB 86 represents an opportunity to define and prioritize what adult education actually *is*, what it consists of and to identify the programs most critical to adult learners.

Two themes were constant at the Summit. One is the need to articulate a common vision between stakeholders accustomed to operating in isolation from one another. At this time in the AB 86 process we are moving away from silo thinking programmatically and increasing communication between programs, such as ESL, DSPS, Basic Skills, and CTE to increase collaboration and opportunities for student access, support and transition. Although the student populations coincide in many ways, these programs are administered separately, require different qualifications for their instructors, are located at different sites, and employ varied assessments both to place learners initially and measure progress. These factors have become the focal points in the faculty-driven work group collaboration to explore what is needed to increase alignment at the faculty level to benefit student transitions. These factors have become the focal points in the faculty-driven work group collaboration to explore what is needed to increase alignment at the faculty level to benefit student transitions.

Assemblywoman Joan Buchanan stressed repeatedly that the separate governance structures of K-12 Adult and community college credit and non-credit programs have resulted in a fragmented system that does not best serve adult learners. The legislative panel reiterated throughout the Summit that adult education must be clearly defined through the lens of the needs of the 21st century learners, workforce and postsecondary institutions. They emphasized the need for solid outcome data to identify those programs that most warrant investments of state and local resources and to prioritize their development as the plans are implemented.

At the same time, Assemblywoman Buchanan acknowledged that the balance between the needs and priorities of the state and the local communities is one that varies from region to region. This diverse state consists of 39 million citizens and is divided into regions that serve different populations; Buchanan emphasized the intention of the state to create a broad umbrella with ample room for local control, providing the space for each region to tailor programs to suit local needs. At the same time, she reminded those in attendance that local programs are funded largely by the state. The tension is not so much about different visions of ideal programs but about allocating limited resources in the most cost-effective way possible. She reminded Summit participants that this vision entails thinking about “local” in new ways. The San Diego Adult Educational Regional Consortium has taken this message to heart. It is in the process of forming a “Super Region” by engaging in a Memorandum of Understanding with the other consortiums in the greater area to collaborate and share information; strengthening partnerships with the Workforce Investment Board, CASAS, the San Diego Public Library, and others. We are engaging in conversations with Saddleback College in Orange County to

develop an articulation agreement that would allow students to begin preparations in San Diego and articulate to Saddleback's SB 850 baccalaureate degree program in energy efficient design and technology.

AB 86 WEBINAR

WIOA (Workforce Investment and Opportunities Act)

The second event that set the stage for this new era of collaboration was the AB 86 Webinar on Nov. 21st. The Webinar focused on two pieces of legislation that in sum have the potential to direct stakeholders to the “how” of the collaboration that was highlighted at the Regional Summit. The first is the July 2014 reauthorization of the Workforce Innovation and Opportunity Act (WIOA). WIOA is bipartisan legislation that aligns federal investments to support job seekers and employers and strengthens the governing bodies that establish state, regional, and local workforce priorities.

Most relevant to AB 86, WIOA strengthens the connection between adult education, postsecondary education, and the workforce, improves services to English language learners, and individuals with disabilities, and requires accountability for adult education. An inevitable result of the reauthorization is the strengthening of relationships between these stakeholders and improvement of the alignment between workforce partners, consortium members, and ultimately improved educational opportunities for adult learners.

The relationship between San Diego Workforce Partnership (SDWP) and the SDAERC has continued to grow in a new and vibrant direction. With the inclusion of members from SDWP in the AB 86 leadership and work group meetings, a mutually beneficial relationship has been forged that provides opportunities for integration of WIOA into the AB 86 process and a better understanding of ways in which SDAERC can support educational opportunities for WIOA participants. The AB 86 plan may become a part of the foundation of the new WIOA unified plan; a member of the SDAERC AB 86 steering committee has been invited to participate as a member of the WIOA local implementation and planning steering committee.

This renewed relationship and collaboration offer endless opportunities and possibilities for the students and participants who will be served by both the AB 86 and the new unified WIOA plans.

SB 173

While the language of the AB 86 objectives is open-ended and the goal of that legislation is the general improvement of delivery of adult education in the state, a new bill approved in September 2014 outlines specific steps that must be taken to accomplish that goal. SB 173 compels the Community College Chancellor’s Office to submit an annual report on the number and types of courses taught; the number of students served, and identification of student needs based on levels and types of adult education services offered. In addition, the legislation requires all funded programs to submit annual demographic and student-level outcome information. SB 173 goes further still. It requires the development of a student identification system, both for tracking purposes and in the interest of a practical and comprehensive accountability system that could be used to track students

from K-12 through community college and into the workforce. The legislature has also recommended the development of a fee system to standardize the fees charged for adult education. SB 173 makes it clear that fees should neither create barriers to student access, nor generate income beyond the actual cost of conducting classes.

SB 173 also charges the California Commission on Teacher Credentialing and the Community College Academic Senate to jointly develop and submit recommendations to establish reciprocity standards for all instructors who deliver adult education, whether employed by a K-12 or community college district.

Change involves discomfort, a fact acknowledged by the legislative panel and the Summit attendees, AB 86 provides an opportunity to re-define and re-envision the meaning of collaboration in this context. We must be prepared to “think outside the boxes” to which we have become accustomed. Though the provisions of SB 173 are comprehensive and portend a great deal of work, the legislature has asked that the AB 86 regional plans submitted in March reflect steps taken by the regions to incorporate these provisions.

However, as challenging as it is to anticipate the enormous changes that this legislation will entail, AB 86, the WIOA reauthorization, and SB 173 also present opportunities for each program, as well as each program area within those programs, to re-imagine novel modes of collaboration to benefit adult learners.

SUPER REGION EFFORTS - Thinking Boldly

The San Diego Adult Education Regional Consortium (SDAERC) has begun to meet regularly with the other consortia within Region 10 including: San Diego East Region Adult Education (Grossmont/Cuyamaca), Imperial County, Mira Costa, Palomar Adult Education, and South Bay Adult Education/Southwestern College and has taken the first steps to forge a Memorandum of Understanding (MOU) with the dual purpose of sharing information and formulating a guiding document to promote collaboration between programs.

Apprenticeships Gaps Addressed

In the same spirit, the San Diego Electrical Training Program, which is funded and administered by the International Brotherhood of Electrical Workers (IBEW), has suggested that the college credits earned by participants in their 5-year apprentice-training program should be approved for college credit throughout the region, rather than limited to the one community college that currently accepts them.

Common Assessments - A Regional Pilot Approach

SDAERC has taken to heart the opportunity opened by AB 86 to think boldly. SB 173's requirement to develop common assessments resulted in the exploration of contextualized CASAS assessments individual to each program area, rather than the one general CASAS assessment used now for all students. SDAERC and CASAS have engaged in robust discussions about the feasibility of a contextualized assessment for each of the five programs areas as a regional pilot program that could be used as a state model. It was determined that the limited "shelf life" of a contextualized assessments and the effort to keep them current would not be cost effective or sustainable over time.

From these discussions arose the concept of using a common assessment as a diagnostic tool to increase access and provide linkage to the goals of SB 1456 the Student Success and Support Plan (S3P). Assessment as a diagnostic tool in addition to a tool for placement is being examined to create a Student Success Plan helping students explore parallel pathways in their education and identifying areas in which remediation may promote success in certificate achievement while increasing persistence and engagement at multiple levels.

Analysis of Remediation

We are looking closely at the alignment between the K-12 Adult Education High School diploma programs and those operated by SDCE. Collaboration between those entities would inevitably strengthen both programs and ensure that students receive instruction that is equivalent between programs and beneficial to all students who earn high school diplomas in adult education settings.

Remediation is a critical issue throughout adult education and at the postsecondary level. More than 70 percent of the student population that matriculates to the community college requires remediation in reading, writing, and/or math (The California Community College Student Success Task Force (SSTF), (2012). The SSTF (2012) has called for greater coordination between the institutions that deliver adult education in order to improve student outcomes. Remediation is one area that merits examination. However, remediation is not a one-size-fits-all effort. Effective remediation takes place in K-12 adult education, non-credit, and credit settings in the region. The remediation at each setting has unique strengths and advantages. Instructors at each setting understand the needs of their particular students. The SSTF recommends that each educational segment provide appropriate basic skills instruction with safety nets and overlapping services to ensure that students receive the instruction they need to meet their goals. It is to the advantage of all students that the delivery of basic skills instruction throughout the region is strengthened and supported. The requirement included in SB 173 that the Commission on Teaching Credentialing and the Academic Senate for California Community Colleges jointly develop recommendations to establish reciprocity standards for

instructors of adult education further supports this effort, as it will enable students to obtain basic skills instruction at the site that best meets their needs.

Articulation Outside the Region

SDCE has a fully developed infrastructure and curriculum in energy efficient technology that was run under a previous green technology grant. Saddleback College is proposing a SB 850 baccalaureate degree program in energy efficient design and technology. Currently discussions for collaborating between Saddleback College and the San Diego region via an MOU outlining a certificate and articulation will benefit the students in both regions as students achieve a certificate in San Diego and have the opportunity to articulate into the bachelor's program at Saddleback.

Accreditation as a Model | Professional Development and Breaking Down Barriers

As part of an accreditation self-study recently, over 100 faculty members from SDCE spent time in each other's classrooms, becoming familiar with the work of colleagues who traditionally work in isolation from each other. A template was developed for these visits, which includes post-visit interviews to promote deeper understanding about the practices of colleagues in very different program areas. AB 86 has provided the opportunity to extend that practice. As we work on building the AB 86 document, faculty are in the process of visiting classrooms in program areas that are new to them: basic skills instructors have visited auto technology classrooms and apprenticeship programs, an instructor with experience at SDCE's high school completion/GED program recently visited the SDUSD Adult School's high school diploma program at the Garfield site. Further, SDUSD Adult School faculty have visited Elementary Basic Skills (ABE) programs at SDCE as well as other K-12 adult schools in North, South and East San Diego County.

These cross-program visits promote collaboration across programs and help faculty to understand how the pieces in the disparate programs fit together. Furthermore, the opportunity to actually step inside the classrooms in disciplines that are traditionally unfamiliar help all stakeholders envision the potential benefits and opportunities to be gained by fully investing in the alignment of programs, leveraging resources and sharing ideas. In addition to gaining a general appreciation of the work we all do, these visits help each of us to see firsthand how a gap identified in one program area might be satisfied by an existing resource in another. The relationships forged by these visits go far to promote the goals of AB 86, SB 173 and adult education overall.

At the 2015 annual Association of Community and Continuing Education (ACCE) conference in San Diego, Carolyn McGavock, VESL Instructor, and Frank Vasquez, CTE Instructor, San Diego Community College District will present Contextualized Basic Skills in CTE: An Auto

Technology/VESL Collaboration. The two veteran San Diego Continuing Education instructors, one CTE and one VESL, will share the experience of team-teaching an introductory course for Auto Technology. As the presenters describe the planning, execution, and reflections about their collaboration, they will touch on topics such as funding, faculty, assessments, placement, curriculum, instructional model, leadership, support services, student outcomes, and the Workforce Innovation and Opportunity Act (WIOA). Attendees will take away lessons learned that can be applied to the development of other integrated education and training (IET) courses.

There are plans in Spring 2015 to have these two instructors present also to the faculty of the SDAERC in two workshops to allow faculty an opportunity to understand and explore other options within the SDAERC where this model of contextualized curriculum can be developed and implemented. These workshops in combination with the classroom observations will give the SDAERC the local insight into where this model may have the most success.

Core Value of San Diego Community College Continuing Education

“We, the Continuing Education faculty, staff and administration of the SDCCD, acknowledge our responsibility to society, and believe that access to lifelong learning is the cornerstone of a democratic society. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape the future. We place students at the center of all that we do, supporting and promoting excellence in their endeavors.”

It is because of this core value, that faculty and staff of the SDCE and SDUSD, members of the SDAERC, have created AB 86 strategies to address the identified service gaps from a student centered point of view. The following over-arching themes have emerged across the four program areas (apprenticeships included in CTE).

Improved communication and collaboration across program areas and between members of the San Diego Adult Education Regional Consortium is primary. Regular, continuing communication and collaboration will facilitate student success and transition from entry point to successful employment and/or entry into credit college classes. Curriculum and assessments will be reviewed, revised as needed, and aligned across agencies. Communication and collaboration with community partners and employers is of primary importance to ensure delivery of current industry-standard knowledge and skills. In particular, students in CTE programs would benefit from closer collaboration and teaching with ESL and ABE staff to improve English, reading, writing and math skills in a contextualized manner while continuing to progress in their vocational area. Students in the ASE program at both SDUSD and SDCE would benefit from closer alignment so that remediation of

basic skills could occur before students attempt to enter credit college classes. All students would benefit from the embedding of soft skills and job readiness skills into a variety of classes.

Notably, all four program areas identified the need for more counselors and counseling services. No longer do students arrive with the goal of taking a single class. Sometimes they arrive without a clear idea of their ideal education and/or career pathway. Ultimately, they hope to find family-sustaining employment, but frequently are unclear about their specific strengths, weaknesses, skills, and interests. Students need to learn about career pathways that provide adequate earnings and sufficient employment opportunities in the local area. They need skills assessment, and they need assistance in developing an education plan with a realistic timeline. Orientation, assessment, and educational planning all need to be enhanced to help students transition from class to class and from program to program and finally to successful employment and/or entry into credit college classes. This requires the addition and training of several new counselors.

Counselors represent only part of the need. Once students are properly placed and enrolled, life factors often present obstacles that prevent their success. The unmet need for tutoring and other support for instructional work is only one way students can be derailed. Outside issues such as childcare, transportation and, in many cases, the demands of their current employment are major factors in lack of persistence.

All four program areas have identified the need for additional trained personnel to act as advocates, student mentors or “navigators.” Navigators have been defined nationally as education and career specialists, who assist, coach and empower students to develop and pursue post-secondary, career path and employment goals. Locally, they might be student mentors or advocates who would tutor or help students find appropriate tutoring, assist cohorts of students in finding solutions to life issues that threaten to derail their educations, and in general, provide support necessary for under-educated adults to achieve their goals. A regional faculty internship program, in place since 1963, between San Diego State University and the San Diego/Imperial County Community College Association (SDICCCA) provides volunteer interns who could fulfill this student support role. Grad students in the counseling program volunteer for one year to assess student learning, develop strategies for students to improve their basic skills, and work with a diverse population of adult learners. A successful student mentorship program, for SDUSD adult high school diploma students, has been in place for many years. A collaborative agreement between SDUSD and SDCE enables San Diego Adult School to hire college students as instructional mentors to work one-one with adult high school diploma students. This collaborative agreement has enabled thousands of students over the years to obtain the Adult Education High School Diploma and to successfully transition to post-secondary education, career pathway opportunities, or the workforce.

Another gap that was identified by all four program areas is related to technology. Faculty and staff feel that all areas of technology need to be brought up to 21st century standards. Upgrading hardware and software, solving connectivity issues, creating digital media curriculum, creating online or hybrid class offerings, and providing staff training are among the concerns of the four workgroups. In particular, a system of tracking students' outcomes (as required by SB 173) as they progress in their education and to employment is needed.

Implementation will also be a focus as we move into the final phase of the planning process. With the final plan to be submitted on March 1, 2015, it has been decided that the planning process will continue as new and pertinent information comes to SDAERC through the multiple initiatives developed by the state. The details of some of these initiatives and their impact on non-credit adult education are currently being clarified. Also, the details and refinement of the state budget and its impact on each consortium will be considered as the state moves toward the final budget in June 2015. SDAERC will be reviewing and approving proposals for curriculum development in each of the five program areas to begin before the end of the grant in an effort to transition quickly into implementation of the SDAERC plan starting July 1, 2015.

FINAL WORD


The development of this regional plan for AB 86 has been a profound experience for all of us. Each of the 120-plus contributors has devoted time beyond the hours of the regular work day, explored parts of our system that were previously unfamiliar, forged collegial relationships with people who study and work in different programs, organizations, consortia and within the community, and struggled to find just the right words to describe programs and concepts in ways that at the same time express pride, urgency, and the belief that our efforts contribute to a greater good. Each individual has been fueled by the desire to satisfy a responsibility to society and to do whatever it takes to help the residents of not only our region but the entire state of California to improve their lives. This plan is our living document, dedicated to the future of adult education, and we are committed to its continued development and implementation as we move forward and celebrate this historic AB 86 opportunity to plan and collaborate.

San Diego Adult Education Regional Consortium
SDAERC | March 1, 2015

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REGIONAL COMPREHENSIVE PLAN OBJECTIVE ONE

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).



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Program Area One

Elementary and secondary basic skills; this area includes elementary basic skills classes in reading and mathematics at the K through grade 8 skill level and secondary basic skills classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Adult education programs throughout California have always addressed the needs of learners in the areas of Elementary and Secondary Basic Skills. Adult learners continue to be afforded the opportunity to obtain instruction in reading and mathematics at the elementary skill level (grades 1 to 6) as well as instruction in the secondary basic skills courses needed for high school diploma obtainment. Although hundreds of students come to both the SDUSD and SDCCD programs each year to obtain the high school diploma, some don't possess the skills needed for high-school course mastery. These students are able to achieve their goal by first acquiring the necessary basic reading and mathematics skills in the Elementary Basic Skills program prior to transferring to the Secondary Basic Skills program to obtain the high school diploma. Clearly, a high school diploma or its equivalent is considered a prerequisite to family-sustaining wages and career advancement. Often, students leave high school before earning a diploma, spend a period of time working at low-wage jobs or raising young children. For some this period may be short-lived and for others it may be extensive. Whatever the case, once the decision is made to complete high school, several options exist in the San Diego region to fulfill that need. The success of these programs is illustrated each year as hundreds of adult students receive high school diploma or GED Certificates at a joint SDUSD and SDCE commencement ceremony.

SDUSD Adult Education Program (San Diego Adult School)

Elementary Basic Skills

As the result of a long-standing Delineation of Function Agreement between SDUSD and SDCE, present practice is to refer adult learners who come to the SDUSD adult education program needing instruction in Elementary Basic Skills to the SDCE program. It takes courage for many adult learners to take that first step into an adult education classroom, and many of these referred students never go to the SDCE program or any other program after taking that first step. The SDUSD adult education

program is committed to establishing an Elementary Basic Skills program, if adequate funding is received, so that referring students to another program will no longer be necessary. The plan to establish an Elementary Basic Skills program is outlined in [SDUSD Table 4.1](#)

Secondary Basic Skills/ High School Diploma Completion

The SDUSD adult education program offers a very successful Secondary Basic Skills program to students desiring to obtain the Adult Education High School Diploma. The comprehensive High School Diploma Program (HSDP) is learner centered and meets the varied individual needs of the adult student. The aforementioned Delineation of Function Agreement states that both the SDUSD adult education program and the SDCE program will offer Secondary Basic Skills instruction with the stipulation that each district will serve different student populations. The SDUSD program is authorized to serve adults 18 to 20 years of age, emancipated, pregnant, or parenting minors of any age, and special needs students up to age 22. Further, in accordance with California Education Code guidelines for the concurrent enrollment of minor high school students in adult education classes, students at least 16 years of age may concurrently enroll in SDUSD adult education classes, after the regular high school day, to retake failed courses needed to graduate with their high schools. The concurrent enrollment option is also utilized by adult education students, 20 years of age and older, who are enrolled in the SDCE high school program. Because the SDCE high school program does not currently offer all required Mathematics and Science courses needed to obtain the Adult Education High School Diploma, SDCE students concurrently enroll in the SDUSD adult education program to complete these required courses.

The SDUSD adult education program offers all state-mandated English Language Arts, Fine Arts, Mathematics, Science, and Social Science courses required for the issuance of a high school diploma. Additional courses in computer literacy, career preparation, and test preparation are offered as well. Following is a listing of course offerings:

Algebra 1 and 2
Unifying Algebra and Geometry 1 and 2
Intermediate Algebra 1 and 2
Geometry 1 and 2
English 1 and 2
English 3 and 4
American Literature 1 and 2
Contemporary Voices in Literature 1 and 2
Biology 1 and 2
Chemistry 1 and 2

Earth Science 1 and 2
Physics 1 and 2
World History & Geography 1 and 2
United States History 1 and 2
Government 1
Economics 1
Art 1 and 2
Advertising Art 1
Business Careers 1
Keyboarding and Computer Literacy 1
CAHSEE English Language Arts Preparation
CAHSEE Mathematics Preparation

Two instructional program models are utilized. Students have the option of enrolling in either the Independent Study Program or the Individualized Classroom Instruction Program. The Independent Study program is an open/entry, open/exit program offered at all sites with the exception of the Mira Mesa site. Learners may complete assigned work at the school site or off-campus. State guidelines for Independent Study programs are followed including regularly scheduled appointments with a teacher to monitor progress and provide needed support.

Individualized classroom instruction is offered at the Hoover Adult Education site. Classes meet at scheduled times with designated entry and exit times. Instruction is delivered in an individualized study lab setting in which students receive individualized teacher support and guidance. All work is completed in the classroom. A minimum of sixty hours of attendance is required to receive academic credit for a course.

Adult Education Joint High School Diplomas (Option 1 and Option 2)

Requirements for the adult education high school diploma are determined by the SDUSD Board of Education and are in accordance with the California Education Code. SDUSD and SDCCD offer a joint Adult Education High School Diploma. There are two avenues to earn this diploma known as Option 1 and Option 2. *Option 1* requires the completion of 40 high school credits and exceeds state requirements for a high school diploma. *Option 2* requires the completion of 26 credits and meets all state requirements for a high school diploma.

SDUSD Adult School Site Locations

SDUSD Adult School is comprised of five sites which are located on high school campuses throughout the school district. Following is a listing of these site locations:

- Crawford Adult Education Site
- Garfield Adult Education Site
- Hoover Adult Education Site
- Madison Adult Education Site
- Mira Mesa Adult Education Special Education Support Lab

Program Strengths

For over 100 years, San Diego Unified School District Adult Education Program has been committed to providing a high school diploma program that is responsive to the educational needs of the adult learner who desires a second chance to obtain the high school diploma. The goal has always been, and continues to be, to provide each student with an educational program of excellence in a learner-centered, supportive environment. The success of San Diego Adult School is evidenced each year as hundreds of students earn the high school diploma before continuing on with the skills, motivation, and resilience necessary to become successful college students, productive community members and workers, effective family members, and life-long learners.

First and foremost, the overall success of the Adult School must be attributed to the outstanding teachers and staff members whose number one goal is to provide adult learners with the assistance needed for a better life and successful future as well as the dedicated students willing to try one more time to realize their goals and dreams. The Adult School team continues to evaluate the program to determine what works best in promoting student success. Following are aspects of the program that all agree enable students to succeed:

- cohesive, dedicated team members who work together very well and consistently collaborate to ensure adult learners at all sites are provided with an educational program of excellence
- a systematic program structure in place at all Adult School sites which includes uniform assessment, curriculum, student expectations, operational procedures and the like
- seamless successful transfer of students between sites, if necessary, due to uniform program structure
- all state-mandated courses required to complete the high school diploma are offered
- flexible day and evening study opportunities are offered allowing students with many other life responsibilities to attend and to remain in the program until educational goals are met

- strategic locations on high school campuses provide a safety net for potential high school dropouts as these students are encouraged to seamlessly transfer to the Adult School before dropping out
- one-on-one teacher/advisor and mentor support which has proven to increase the student success rate tremendously
- collaboration with the school district's K-12 Special Education Department to provide extensive additional student support - through the Transition Resources for Adult Community Education, (TRACE) program - for students 18 to 22 years of age who were provided IEP services while enrolled in a district high school prior to enrolling in the Adult School
- high number of students with special needs obtain the high school diploma each year
- independent study model and classroom individualized instruction model offered
- program structure promotes individualized positive student support and fosters relationships of mutual respect and trust
- seventy percent of all students who enroll in the Adult School earn a minimum of one credit with many students earning multiple high school credits
- hundreds of students earn the Adult Education Joint High School Diploma annually with many transitioning to the workplace or to further study in community college or vocational in preparation for a career

San Diego Continuing Education

San Diego Continuing Education (SDCE) offers comprehensive high school diploma and GED preparation to students 20 years of age and older. SDCE also offers courses designed to help students prepare for the California High School Exit Exam (CAHSEE) and the Test of Essential Academic Skills (TEAS) needed for application to many nursing programs.

Continuing Education is offered at the following campuses:

- Centre City
- Cesar E. Chavez
- Educational Cultural Complex
- Mid City
- North City
- West City
- Continuing Education at Mesa College

In addition, SDCE classes are offered at over 200 off-campus community sites.

High school classes are available for the following subjects:

- Algebra 1 and 2; Pre Algebra 1 and 2
- American Literature 1 and 2
- Computer Literacy, and other computer courses
- Contemporary Voices 1 and 2
- Economics
- English 3 and 4
- Government
- Physics
- Unifying Algebra and Geometry 1 and 2
- United States History 1 and 2
- World History 1 and 2

In addition to high school completion and GED preparation, adult basic education (ABE/ASE) classes are offered in Language Arts and Math at both beginning and intermediate levels. Options include classroom instruction or small group instruction in an individualized learning lab setting. SDCE also offers Math for ESL for students whose primary language is Spanish.

Additional SDCE strengths include the following:

- Breadth and range of course offerings (Basic Skills to College Prep)
- Flexible scheduling (open entry/exit or managed enrollment)
- Option of direct classroom instruction or independent study
- Counseling and DSPS support services regardless of age and TRACE
- Free classes + CE advantage (priority enrollment upon transfer to in-district community college)
- Bridge programs to college
 - Test Higher, Place Higher (City College)
 - ACE² at Mesa College

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

OBJECTIVE 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

San Diego Continuing Education (SDCE) has a rich history of serving non-native speakers of English in the City of San Diego. Since the mid-70s, the program has served learners who arrived from the various waves of immigration, e.g. Indochinese refugees, Amnesty recipients, Somali refugees, and most recently, refugees from Burma and Haiti. San Diego Continuing Education's commitment to serving those most in need is demonstrated by the fact that 43% of the attendance hours in SDCE are generated in ESL classes (2012-13 figures but not lower than 40% in the last six years). San Diego Unified School District's Adult Education program does not currently offer ESL classes.

Learners have the opportunity to study at any of SDCE's six campuses in the city of San Diego. Seventy-three on-campus and eleven off-campus classrooms provide a variety of ESL instruction. Classes are instituted according to demand in the community, including at a senior apartment complex, and several elementary schools. Each campus serves a unique population, determined by the community and campus demographics.

By comparing the demographics of each community with the demographics of our student population at each campus, it is evident that SDCE basic skills and literacy instruction is appropriate to the population at each campus. For example, according to estimates of January 2012 census data, 52% of the area in the 92105 zip code serving the Mid City campus is Hispanic; 37% of the student population at Mid City is Hispanic. Nineteen percent of the area is Asian, and 16% of the student population is Asian.

The Cesar Chavez campus in the 92113 zip code in the southern part of the consortium service area reports an 80% Hispanic population and serves a student population that is 83% Hispanic. The Asian population in the same area is 3%; the Cesar Chavez campus reports a student population that is 2% Asian.

The population of the North City campus in the northern part of the city also parallels that of the local community. The Asian population comprises 18% of this community, and the student population is

22%; the Hispanic population of the community and campus are reported at 28% and 24% respectively.

Course offerings are adjusted to accommodate the needs of the learners in the area served by each campus. In fact, new program offerings are often responses to specific community needs and requests. As of July 2013, 15% of the ABE/ESL population was enrolled in Basic skills classes; 31% in Beginning ESL; 17% in Intermediate ESL; 15% in Advanced ESL; 16% in multi-level ESL classes; and 5% in Citizenship classes. Through our collaborations with refugee resettlement agencies, e.g. Catholic Charities, International Rescue Committee, new refugees are also referred to SDCE classes. To accommodate their unique literacy needs, a separate track of ESL classes is offered at our Mid City campus, the area with the largest population of newcomers.

Placement data also guide planning of appropriate instruction for the 2012-2013 school year, 49% of the new ESL students enrolled for the first time; 51% were returning students. The higher percentages of returning ESL students have made SDCE aware of an increased need for students to transition to higher levels and a corresponding reduced emphasis on “survival English.” In the last five years, this trend has been illustrated by a 20% increase in advanced ESL attendance hours.

Core ESL classes take place on Monday-Friday mornings/afternoons/M-Th evenings for 3 hours. The open-entry/exit system allows working students to attend partial morning and evening classes. SDCE also offers Friday evening and Saturday morning classes for Citizenship students. To accommodate Calworks students and provide specialized instruction, early morning/afternoon classes in computer skills, pronunciation, writing, grammar, conversation, and job preparation are offered.

Learners may enroll in open-entry/exit classes at anytime in the semester until the final two weeks. Placement offices are open each week to assess and place students. To avoid disruption, new students are usually referred to classes on Mondays or Tuesdays. Students who stop attending are always welcomed back upon return. Many instructors stay in touch with their students via class websites, e-mail, or Facebook to help learners stay abreast of class assignments during absences.

Course duration is 18 weeks in the fall and spring semesters and 4-8 weeks in the summer. This schedule allows learners to complete the criteria for exit level and make sufficient learning gains. CASAS pre-post tests are administered twice each semester with 80-100 hours of instruction in between. During the 2013-2014 school year the 9,686 learners tested made significant gains. For the past five years, we have documented gains in attendance hours and learning, despite reduced course offerings for budgetary reasons, which demonstrates strong learner persistence.

Managed Enrollment classes have been offered at Mid-City and CE Mesa since 2006. Students can enroll at the beginning of the three six-week sessions and commit to regular attendance in these classes. Continued attendance has been very favorable in the Managed Enrollment classes, and SDCE faculty believe that there is potential for far greater student learning gains in these classes through customized curriculum and pacing. Every managed enrollment class is matched with an open-entry/exit class to ensure access to instruction for all students.

Pre-vocational ESL classes prepare non-native speakers of English to enter vocational training programs or entry-level jobs. Work-related oral and written communication skills as well as basic computer skills are emphasized. Intermediate and Advanced Pre-vocational ESL is offered morning and evening at Mid-City, Centre City, Miramar and CE Mesa. Students develop their oral and written communication skills during the first part of the class and focus on a particular vocational program during lab time Certified Nurse Assistant, Business Information Technology, Family Home Daycare, Food Service, Auto Mechanics and Retail. All programs except Retail allow successful students to transition to a vocational program with SDCE. Students who complete the Retail module are able to apply for jobs in the retail industry. Students who complete the Retail module are able to apply for jobs in the retail industry.

Advanced Pre-vocational ESL has been expanded recently at Mid-City, CE Mesa and Miramar to include English-for-Careers which is taught in a lab setting and utilizes the Burlington English curriculum. This curriculum features a pronunciation engine that provides immediate feedback to the student and measures student progress. Additionally, the ESL program has begun collaborating with the CTE program this year to develop a VESL/VABE class at ECC to support language and basic skill instruction to students interested or currently enrolled in the Automotive Tech class.

In SDCE vocational ESL (VESL) courses, a special curriculum has been developed that provides ESL instruction in the context of specific vocational areas, e.g., office skills, Certified Nurse Assistant (CNA), home daycare, welding, and retail. In the last four years, the I-BEST model of instruction was integrated into the Personal Care Assistant VESL course, which prepares learners for the CNA program or for jobs as personal care assistants. According to this model, ESL and vocational skills are taught concurrently in the same classroom with two instructors, a nurse and a VESL instructor. The VESL instructor teaches 15 hours a week, and the nurse overlaps for 9 hours a week.

While Citizenship is only 5% of the program, the classes are consistently full and the MidCity Campus consistently reports waiting lists. Teachers in the program have developed an intensive curriculum that focuses on more than just the one hundred questions included in the citizenship exam and includes preparation for the USCIS interview. Through SDCE collaborations with refugee resettlement agencies, e.g. Catholic Charities, International Rescue Committee, new refugees are

referred to SDCE classes. To accommodate their limited literacy skills, a separate track of ESL classes serves the less literate students at our Mid City campus, which is most impacted by learners with low literacy skills.

Since ESL is now designated a Career Development and College Preparation (CDCP) program, accountability requirements and expectations to demonstrate student outcomes and matriculation through our program to careers and higher education have increased. To document these outcomes the program has instituted requirements for course and program completion, which is mandated starting Spring 2014. This increased rigor in each course requires more writing instruction and the documentation of learning results, which, in turn, requires more dedication and preparation hours on the part of the instructor.

ESL 7 has been renamed Transition-to-College in order to focus on developing academic writing skills. This will enhance skills, such as writing the personal statement for college and scholarship applications. The curricula also provide learners with information about the 3-tier system of public higher education in California, financial aid, and procedures for applying to college programs.

San Diego Community College District also offers four levels of ESOL for credit: ESOL 19, 20, 30 and 40. The outcomes for ESL 7 in the non-credit program are similar to those of ESOL 40. It is the goal of ESL teachers in the SDCE ESL program to improve their students' language skills to such a degree that they can transition directly into English credit courses with success.

Both the ESL and ABE/ASE programs have organized recruitment, intake and placement procedures for new learners. Word-of-mouth is the most effective means of recruitment; thus business cards for each program are distributed to current students, which they give to friends. Learners also receive information through a mailed class schedule and website. Brochures are disseminated through community partners. Large banners placed in front of learning centers are also effective. Intake services for all new students are provided by ESL placement office and counseling offices at each campus, where students are interviewed, assessed, and receive orientations. These student services are funded by the 231 grant. There is, however, an average wait-list of about 200 students for our ESL Program.

SDCE's ESL and ABE/ASE programs actively work to overcome barriers related to gender, gender identity, gender expression, race or ethnicity, religion, sexual orientation, national origin, color, disability, and age. The most recent distinctive program, called Stop the Hate, provides a non-threatening process to address incidents of bullying. Stop the Hate received a program of innovation award. An active Associated Student Body organization at each campus plans multi-cultural events

that celebrate diversity. In addition, the Disability Support Programs and Services (DSPS) department provides counseling and accommodations as needed.

Curriculum and Instructional Practices:

Instructional practices and curricula are designed to support the Model Standards for Adult Education ESL Programs. Each course integrates skills in listening, speaking, reading, and writing in the context of themes, competencies, and language patterns relevant to adult learners. All course outlines are aligned with the level descriptors in the California Model Standards, which, in turn, are aligned with the National Reporting System (NRS) levels of proficiency. In addition, Student Learning Outcomes (SLOs) have been established for each course, which are assessed each semester. At the beginning of the semester, instructors administer needs assessments to identify student goals and plan relevant content to help them meet those goals. In core courses, the instructor chooses a core textbook from an approved list, which serves as the basic curriculum for the course. Core textbooks feature contextualized instruction and an integrated skills approach. Based on the needs assessment results, each instructor provides a course syllabus that includes the theme, grammar objectives, and writing outcomes for each unit in the course.

ESL faculty are currently in the process of revising course outlines to incorporate the College and Career Readiness Standards at all levels of ESL and ABE. We consider this an opportunity to increase academic rigor in our classes. This increased rigor will better prepare students to transition to careers or post-secondary education.

ESL courses focus explicitly on providing ESL learners with skills for the 21st-century workplace: computer skills, SCANS skills, and improved oral and written communication skills. This focus requires professional development for instructors to promote implementation of the following strategies: role assignments for organizing the classroom, group oral presentation projects (required at levels 6 and 7), learner documentation of progress and outcomes, and weekly instruction in a computer lab to learn basic computer skills, practice English using various software programs, and use the Internet for research purposes. Recent implementation of an English-for-Careers class that incorporates the Burlington English software promotes contextualized instruction to prepare learners for the workforce.

In terms of methodology, teachers are encouraged to employ a variety of methods that support the research in language acquisition (as described by Parrish, 2004), e.g., the Natural Approach to foster acquisition at the lower levels, and the Communicative Approach to foster the development of real life communication skills and oral fluency. To lower the affective filter in each classroom and promote an environment that supports both learners and curriculum, teachers are encouraged to build supportive classroom environments. This environment is fostered by a variety of community-building strategies.

Whole language and explicit focus on phonemic awareness, phonics, vocabulary, fluency and reading comprehension are employed to promote reading skills. To benefit the development of phonics skills among our beginning literacy students, we recently developed a curriculum specifically for this purpose. Grammar instruction combines explicit and implicit approaches. The integration of form and function, as advocated by Larsen-Freeman remains our primary emphasis. This focus promotes application of learned language patterns.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

San Diego Continuing Education has one of the largest and most widely recognized programs for adults with disabilities in the state of California. Although this is commendable, the educational and vocational needs of this population exceed that which SDCE can currently provide.

A variety of programs and services are provided to adults with disabilities within our region both by the San Diego Unified School District (SDUSD) and by San Diego Continuing Education (SDCE). The following contains information on each program and service offered by each institution to students with disabilities.

SDUSD Programs for Adults with Disabilities

Special Education students, ages 18 to 22, are afforded the opportunity to enroll in the SDUSD Adult Education High School Diploma Program (HSDP) to obtain the high school diploma. Through this collaboration between the SDUSD Special Education Department and SDUSD Adult Education program, students who received services under an Individualized Education Plan (IEP) while enrolled in a SDUSD high school prior to enrolling in the Adult Education program may receive extensive individualized support from the SDUSD Special Education Department's TRACE program. This support is provided at no cost to SDCE. As a result of this collaboration, a high number of students with special needs are awarded the Adult Education High School Diploma each year. In addition to providing eligible special needs high school diploma-bound students with support while enrolled in the Adult School, the TRACE program also provides students with an educational support network to enable students to acquire the skills necessary to live independently and/or to obtain employment. The programs/services listed below are funded by the district's K-12 Special Education Department and are provided by the TRACE program to eligible adult students with disabilities up to the age 22. These programs/services are not part of, or funded by, the SDUSD Adult Education program.

SDUSD Special Education Programs and Services Funded by the K-12 Special Education Department (provided through the TRACE Program to Adult Students with Disabilities, up to age 22):

Programs:

- TPP - A work program in conjunction with the Department of Rehabilitation in which students receive support to find and maintain employment. This program is administered through the TRACE program.
- Adult Learning Center - An educational center where transition-aged students can work on basic skills. This program is administered through the TRACE program.
- WorkAbility I - State grant that provides funds for students to receive a paycheck for job experiences. This program is administered through the TRACE program.

Services:

- Assistive Technology
- Occupational Therapy
- Physical Therapy
- Art Therapy
- Recreation Therapy
- Speech/ Language Services
- Psychological services
- Teachers
- Rehabilitation Specialists
- ASL Interpreting Services
- Speech to Text Services
- Nursing Services
- Learning lab for High School Diploma students

SDCE Programs and Services

Programs:

- Adult Basic Education/Adult Secondary Education (High School Equivalency and HS Diploma)
- Disability Support Programs and Services (DSPS) classes including Basic Education, Adaptive Arts and Crafts, Physical Fitness (primarily Adaptive Swimming and Adaptive Yoga), Intro to Computers, and Occupational Opportunities. Not all courses are available at all campuses.
- DSPS Classes in special settings including agencies such as ARC, The VA Medical Center, and San Diego Center for the Blind

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- Cognitive Retraining/ABI Programs
- Career Technical Education including Welding, Auto Tech, Auto Body, Upholstery, Commercial Printing/Pre-press, Business Information Technology, and other programs
- Emeritus Classes
- Parent Education
- ESL/Citizenship
- Allied Health
- Hospitality and Consumer Science
- WorkAbility III-Collaboration between SDCCD and California Department of Rehabilitation (DOR) providing job placement assistance for SDCCD students/DOR clients with disabilities
- College 2 Career-Grant funded program for students with intellectual disabilities who would like to attend college and work toward employment. This program provides educational and vocational support for SDCCD students who are clients of Regional Center and the DOR

Services:

- Academic/General Counseling
- Disability Support Counseling
- Career Counseling Services
- Learning Disability (LD) Assessment
- Resource Services (in or out of class support from a trained special education instructor for DSPS students in non-DSPS classes)
- Access Technology
- Adaptive equipment
- American Sign Language Interpreting/Speech to Text
- Test Proctoring
- Registration Assistance
- Liaison to campus and community resources

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

This report is organized by listing the five Job Training Certificate Categories. Bullets beneath each category identify specific training programs within that category. Miscellaneous categories include Older Adult, VABE, VESL, DSPS.

- **BUSINESS and INFORMATIONAL TECHNOLOGY**

- Business Information Worker: Front Desk/Office Assistant, Administrative Assistant

- Accounting: Account Clerk

- Business Programs: Project Management

- Small Business & Entrepreneur Programs

- Cisco Academy: Cisco Certified Network Professional (CCNA), Security

- CompTIA A+ and N+ Preparation

- Web Server Maintenance & Security

- Interactive Media Certificate Program (IMCP)

- Front End Web Developer I (courses approved, pending program approval)

- Front End Web Developer II (courses approved, pending program approval)

- **HEAVY VOC**

- Auto Tech

- Auto Body

- Combined Upholstery Trades

- Electronic PrePress & Commercial Printing

- Metal Fabrication

- Welding

- Electronic Technician

- Plumbing

- HVAC

- Weatherization

- **ALLIED HEALTH**

- Personal Care Assistant/Caregiver

- Nursing Assistant

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Nursing Assistant – Rehabilitative
Nursing Assistant - Acute

- **PARENT EDUCATION**

Child Development
Family Home Day Care

- **HOSPITALITY AND CONSUMER SCIENCE Foods & Fashion**

Foods: Culinary Arts
Foods: Professional Bakeshop Skills
Foods: Preparation for the Health Care Professional
Fashion: Clothing Construction
Fashion: Sewn Product Business

- **Miscellaneous:**

Older Adult

Evaluate current levels and types of adult education programs within the San Diego region, specifically addressing the **adequacy** and **quality** of each program.

Short descriptions of short-term vocational/apprenticeship/pre-apprenticeship programs are provided in the tables below. A narrative for each training area that addresses adequacy and quality of the offerings follows each description. Types of CTE Adult Education Programs including Perkins funding, articulation agreements, annual enrollment, success/completion rates, annual FTEs generated, and ranking of student interest in the program is provided in Table 1.2

| Business and Information Technology Descriptions |
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| <u>Business and Information Technology:</u> |
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| Business Information Worker: Three programs are offered: |
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| 1) Front Desk/Office Assistant is a 546-hour training program that prepares students for entry-level positions in an office or business setting. The focus is computer-based business applications and skills. |
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| 2) Administrative Assistant is a 324-hour program that focuses on working knowledge of office systems and procedures plus advanced level computer skills required for a successful career or employment in an office or business environment. Students learn to create and distribute complex documents; develop analytical and statistical reports; create presentations, and use the Internet as a resource. |
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| <u>Accounting</u> |
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| Account Clerk is a 322-hour training program that includes instruction in accounting |
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Business and Information Technology Descriptions

equation, posting, payroll, automated accounting software and more. The program prepares students for employment in the field of accounting.

Business and Information Technology:

Business Programs- Project Management

This program requires completion of two classes (BUSN 621 and BUSN 622) in one term. The program courses include instruction in the fundamentals of project management, including planning, defining a project, resources, roles and responsibilities, necessary skills, tools and processes. Project management software options such as Microsoft Project are used throughout the program. Instruction will also cover team building, problem solving, decision making, using creativity and innovation, emerging trends, communication skills and a capstone project.

Small Business & Entrepreneur Programs

Currently have state-approved courses to be combined to build out our small business programs. Anticipated implementation, Fall/Spring 2015

Business and Information Technology:

- CISCO Certified Network Associate & Web Server Maintenance & Security

CISCO includes 4 courses that can be completed in 15 months. This program includes current foundational knowledge and skills in networking technology culminating in CISCO Certified Network Associate (CCNA) industry certification. Certified professionals are qualified to install, configure, troubleshoot and operate local and wide area networks; implement routing protocols, access lists, and manage basic networks. Offered through a partnership with CISCO, successful completion of this program prepares students to develop cost-effective networking solutions for employers or customers.

Web Server Maintenance and Security is a 875-hour program that prepares students for entry-level employment including: Web Server Administrator, UNIX Administrator, System Administrator, Webmaster, Web Developer, and SQL Database Programmer. Students become familiar with the following: the role of a web server; the in-depth planning process that precedes a server's initial operation; servers including Windows Configuration, Linux OS as a Server Platform, Apache Web Server, SQL Server, ASP.net, MySQL, PHP; Windows Server, and PERL. Students also learn to select the best software and hardware for various situations, how to estimate site traffic, and size the server accordingly, as well as register a domain name. Students organize a website, configure the server, and set it up to support CGI and plan for regular

Business and Information Technology Descriptions

maintenance.

Programs Inactive/ in Review for Modifications:

- Computer Repair and Service Technician (includes A+)
- Network Security Specialist

In Development/Required Development:

- Entry Level Network Technician** (includes N+)
- Server Essentials **
- Operating Systems Administrator
- Data Center Specialist
- LAMP Technology Certificate (Linux, Apache, MySQL, PHP)

Additional programs needed to fill employment gaps, but no funds to start up and maintain:

- Virtualization Certification
- Wireless Networking Certification
- Mobile Device Programming
- Application Programming

In Development/Required Development

- Small Business/Entrepreneurship **

** Contains courses articulating to College (Credit Programs)/ articulation development in progress or soon to be with program approvals

Business and Information Technology:

- Interactive Media Certificate Program (IMCP) IMCP is an 875-hour program and includes three modules that cover print, multimedia and web design. This program provides a hands-on-approach to planning, designing, and creating computer-based media using a variety of industry-standard tools. Focus is on effective combination and incorporation of video, sound, written content, animation, and digital images into an assortment of projects including CD-ROMs, DVDs, presentations, videos, marketing materials, technology-based education, and web sites.

Front End Developer Programs

- Front End Web Developer I **

Program is designed to provide students with the basic knowledge and skills needed for developing and designing websites. Front End Web Developers design the user interface and are responsible for visual design, user interaction, and browser compatibilities. Courses include basic web programming, components of a website,

Business and Information Technology Descriptions

pre-planning tools and strategies of preliminary web development utilizing user interface design, usability, accessibility, content strategy, and incorporating the user experience into a website. Topics include defining the needs and goals of a target audience and determining the range of required features and functionality of a website, including producing a usable and accessible interactive end product by optimizing graphics and content.

· Front End Web Developer II **

The Front End Web Developer II Program is designed to provide students with more intermediate to advanced techniques for developing and designing websites. The program's courses include intermediate and advanced techniques for making content more dynamic by incorporating JavaScript, jQuery and cascading style sheets into the web development process and installing and setting-up content management systems on a local environment. Topics include Responsive Web Design, customizing the display for desktop and mobile devices and incorporating a variety of media into a website for use on various devices. Promotion of a website through Search Engine Optimization and social media are included.

** Contains courses articulating to College (Credit Programs)

Business and Information Technology: Adequacy and Quality

Quality

The Information and Communication Technologies (ICT) sector is one distinguished by rapidly changing skills and occupational needs. New technology, , including hardware and software, emerge every 12 – 18 months and their life cycles can be brief. Therefore skills needed by ICT workers evolve quickly and are difficult to anticipate. Our business computer program actively works to respond to the dynamic world of business technology to ensure program offerings remain relevant. SDCE's Business and Information Technology's (BIT) Career Technical Program has been working with local industry advisors from IBM, StaffSmart, SigmaNet, CISCO, Nexis IS, and Cricket Communications to provide access to both the incumbent worker as well as underrepresented demographic groups in need of access to adult career technical and postsecondary educational programs. SDCE collaborates with the colleges in the district in support of the needs of the regional growth sectors and offers courses that articulate to their college programs.

Students are completing programs and obtaining work or leaving programs prior to completion having obtained work with their newly acquired skills, This is a testament to the benefits of not only our

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complete programs but in the individual skill secured throughout the program. Currently we do not have a tool to track these successes; students are may not be finishing the program yet they have succeeded in obtaining work based on the quality of training and the skills acquired from their program. Local industry is hiring our students and coming back to us for additional recommendations, they are sending employees to our programs, and our students are consistently talking to others about the quality of our instruction. We have introduced more evening and weekend sections of our most in demand programs in order for incumbent workers to retrain or strengthen their existing skills.

Students in our new Project Management Program are developing an Alumni group to continue networking and recruit students into our program. In our first cohort we had 38 students earn a program certificate; in the following semester (current Fall) we have doubled the size of our class and retention is holding at 90%.

We are collaborating with our sister colleges to articulate existing courses or develop new courses and programs to articulate into their credit programs. As we actively seek to collaborate, we are building strong pathways for our students. In the spring of 2014 we had over 50% of our students complete paperwork to articulate form our IMCP non-credit program into the Mesa College Media credit program.

Adequacy

Institutional: Retention is negatively affected by the open-entry enrollment system currently in place for all classes. In addition, our lack of prerequisites or placements/assessment exams makes it difficult to place students at the appropriate level, which also negatively affects persistence and completion. Students are often in need of remedial computer skills prior to beginning many of our certificate programs; their reading levels may be insufficient to handle the curriculum; in addition, the wide range of skill-levels in each classroom often makes it difficult to cover the curriculum fully.

A curriculum task force was formed in Fall 2014 to review the current Business and Information Technology course offerings against skills needed to meet current needs and determine what programs are needed to fulfill gaps in technical skills in the San Diego job market while simultaneously improving the quality of our programs. On the advice of our advisory committee and through the work of this task force, we modified eight current course offerings.

Two new programs: Front End Web Developer I and II (which include seven courses) received State approval. These programs include articulation to credit colleges, add onto the pathway from our Interactive Media Certificate Program, and address the web developer yearly job openings in San Diego. We have identified six additional programs (entry level network technician, server essentials,

operating systems administrator and the Business Information Worker) that are currently being developed to help fulfill San Diego's workplace needs. Yearly job openings in the office skills area in San Diego number in the thousands; with five office skills labs located in the San Diego region, SDCE is well poised to help meet some of this demand. SDCE is in need of upgraded equipment to meet local needs more successfully. Upgraded equipment will also ensure greater student access and more timely program completion.

Four of the seven courses are in process of articulation with colleges. In addition, we have identified four programs (Virtualization Certification, Wireless Networking Certification, Mobile Device Programming, Application Programming) needed to fill employment gaps; at present funds are not available to develop or maintain these programs. Investment of time and resources are necessary to review current programs and develop additional programs and courses to meet the standards of adequacy and quality required by local needs.

Stackable programs and shorter length Office Skills programs will enable more students to complete the courses and programs. Anecdotal evidence suggests that students exit prior to completion for reasons that include: immediate need for employment, inconvenient location of classes, and changes in schedule that interfere with their ability to fit classes into their day.

Institutional: When students take classes at multiple campuses, our system does not allow us to track enrollment, attendance, and academic progress between campuses, which impacts our ability to actively provide student progress reports and alert counseling for follow-up.

Institutional: Student demand and waitlists attest to the quality and need of our programming. Although wait-lists exist for many classes, we have not yet developed an adequate system to standardize those lists.

Institutional: Timely reporting of student progress and completions is hindered by a lack of standardized tracking systems. Management is unable to track the number of students enrolled in individual programs or discern general retention trends. Additional tools will enable counselors to follow enrollment patterns more effectively, further promoting student success.

2. Heavy Voc Descriptions

Heavy Voc Automotive Technician—

This 920-hour training program is based on the National Automotive Technician Education Foundation (NATEF) competency standards. Students learn safety procedures; proper use of hand tools; proper use of repair and diagnostic equipment; diagnosis and repair of engine, drivetrain, brakes, suspension, steering, electrical/electronics, emission control and fuel systems; and diagnosis and repair of engine performance problems.

2. Heavy Voc Descriptions

Heavy Voc Auto Body and Paint Technician—This 900-hour training program is based on standards developed by Inter-Industry Conference on Auto Collision Repair (I-CAR). Students learn industry safety practices/procedures, trade-related math; use of auto hand and power tools, removal, installation, and alignment of Y repair auto body panels, parts and glass; preparation of vehicles for paint refinishing; and use of high-transfer paint spray equipment.

Heavy Voc Combined Upholstery Trades—The 850-hour auto, upholstery and furniture program helps students gain competency in skills required for entry-level employment, including safety procedures and proper use of related tools and equipment.

Heavy Voc Electronic PrePress & Commercial Printing—each of these 720-hour courses is designed to prepare individuals for entry-level employment in the printing and graphics industry. Commercial printing students learn to set up, operate, and perform basic maintenance on various types of offset presses and supporting equipment. Electronic Prepress students learn to prepare digital prepress files using industry-standard software and hardware.

Heavy Voc Metal Fabrication—This 600-hour program provides hands-on experience in safe metal fabrication techniques that utilize shop and hand power tools and tools required for ferrous and non-ferrous materials.

Heavy Voc Welding consists of four different 600-hour programs in Shielded Metal Arc Welding, Gas Metal and Flux Cored Arc welding, Gas tungsten arc welding, and Pipe Welding. Each program provides instruction and hands-on experience with the principles and practices of welding that adhere to American Welding Society acceptable standards.

Heavy Voc Electronic Technician—This 900-hour program prepares graduates for employment in the field of industrial electronics. The program, which incorporates both theory and hands-on training, covers the fundamentals of electronics devices including DC and AC circuit theory, instruction in operating test instruments, basic programming, problem-solving and safety practices.

Heavy Voc Plumbing*--This program consists of three 120-hour courses in which students learn plumbing systems and theories; plumbing codes; plumbing tools and materials, as well as safety practices, when using torches, cutoff saws, pipe threaders,

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| <p>2. Heavy Voc Descriptions</p> <p>pipe cutting tools and assorted hand tools.</p> |
| <p><u>Heavy Voc HVAC*</u>--The 120-hour Air Conditioning and Heating Program is designed to provide instruction and practical application of HVAC occupational knowledge and skills and working knowledge of the tools and equipment associated with today's HVAC industry. Jobs in the field include air conditioning installer and repair helper, refrigeration installer and furnace installer.</p> |
| <p><u>Heavy Voc Weatherization</u>—This 120-hour Program is designed to provide instruction and practical application of occupational knowledge skills in the weatherization industry and to provide students with a working knowledge of the tools, materials, systems, installation methods, and codes associated with the modern weatherization trade. These courses include instruction in the weatherization of residential structures, health and safety practices, building construction nomenclature and insulation fundamentals, principles of energy, heating and cooling fundamentals, water heating and lighting efficacy.</p> |

All courses listed in the Heavy Voc programs are 25 hours per week except Plumbing and HVAC, which are 7 hours a week.

HEAVY VOC: Adequacy and Quality

Quality

The key theme for all 10 heavy vocational programs is that they have been designed to provide at least 60% time for students to have hands on experience with tools and techniques used currently in the trades. Curriculum for all have been developed with the assistance of advisory board members representing the applicable industry to ensure that what is being taught is relevant to the work in the field. To date we have been able to effectively obtain most of the industry specified equipment and tools used in industry for students to learn first-hand during our program. With the exception of our 3 120-hour programs (HVAC, PLUMBING AND WEATHERIZATION), all other programs are a minimum of 600 hours, allowing significant time for each student to obtain adequate training to be ready for entry level positions in their respective discipline.

Additionally, in Automotive (and soon in Welding), we have articulation agreements with other credit community colleges that allows students to earn college credit for our courses that align with their degree programs. This helps expedite the time required to finish a degree once a student transfers. This is an excellent option for those students who want to continue on to advanced training.

As to quality, many of the students are completing programs and obtaining work. While we can track their completion of the program, we have not determined an effective way to track their employment following the program. Having this feedback from graduates would extensively help knowing what skills were effectively taught, what gap there was in skill development, and what we could change to be more effective.

Another big trend currently in welding is that our students are leaving programs prior to completion having obtained work with their newly acquired skills. The good news is we have qualified students that industry wants; the bad news is we have no method of tracking where they went to work and we receive no credit for the time they were in class because there is no course completion and no way to capture the attainment of a job.

Adequacy

As to adequacy, our waiting lists for most of these classes are over 500 individuals. When there are openings, which are sporadic throughout the year since we are open entry/ open exit, there typically are only 10 to 15 slots open per class. Each 600-hour program requires a minimum of 6 months to complete. For safety reasons and a lack of faculty and instructional assistants, our classes cannot exceed 30 people at any one time. Therefore, we cannot address the current demand for our classes. Funding to add more classes is inadequate since 1) equipment for all these programs is very expensive, 2) we are limited in qualified individuals that can be hired given our District's minimum qualifications for instructors, and 3) our programs require significant facility space to run the labs.

3. Allied Health Descriptions

Allied Health Personal Care Assistant/Caregiver This 180-hour program requires completion of two courses completed in 12 to 18 weeks. The program prepares students to work in healthcare as a personal care assistant, also known as caregiver, personal care aide, or home care aide. Personal care assistants usually work in the client's home but may also provide services in a skilled nursing facility, rehabilitation center or hospital.

Allied Health Nursing Assistant This 315-hour program requires completion of two courses completed in 12 to 18 weeks. Through lecture and hands-on skills practice, students learn to bathe, dress, feed, and assist patients with toileting as well as report changes in a patient's physical or mental status to the supervising nurse. After passing the Certified Nurse Assistant examination, students become certified as a Nurse Assistant by the State of California, and can work in rehabilitation and long-term care

3. Allied Health Descriptions

facilities such as convalescent hospitals or be assigned to private homes through an agency. This program often serves as a first step toward more specialized training in either acute care or rehabilitation nursing.

Allied Health Nurse Assistant - Rehabilitative

This 315-hour program requires completion of two courses completed in 16-20 weeks. Students gain the skills essential for employment as a Certified Nurse Assistant or a Restorative Nurse Assistant. Student also prepare to take the California State examination. This program can serve as a second step toward more specialized training in rehabilitative nursing after completing Nursing Assistant Training (HLTH 605) or Personal and Home Care Aide (HLTH 610).

Allied Health Nurse Assistant – Acute

This 370- hour program requires completion of two courses completed in 18 to 36 weeks. Students gain the skills essential for employment as a Certified Nurse Assistant or an Acute Care Nurse Assistant. Students also prepare to take the California State examination. This program can serve as a second step toward more specialized training in acute care nursing settings after completing Nursing Assistant Training (HLTH 605).

ALLIED HEALTH: Adequacy and Quality:

Regional demand for the Nurse Assistant Training Program is extremely high. Each semester, 700-900 individuals express interest in entering the program. Health careers in San Diego County are in high demand. We have developed three additional programs this year. These include Personal Care Assistant/Caregiver, Nurse Assistant Rehabilitative Program, and Nurse Assistant Acute Care. These new programs were developed in response to the growing demand for entry-level healthcare professionals. According to the Employment Development Department in California, nurse assistant training jobs are projected to grow 3,880 per year between 2010 and 2020.

The Nurse Assistant Rehabilitative program was developed in response to requests from advisory committee members. Patients are discharged earlier from hospitals and sent to skilled nursing facilities for rehabilitative services, thereby increasing the need for rehabilitative services and decreasing the emphasis in those facilities on custodial care.

The Nurse Assistant Acute Care Program was developed when Nurse Assistant graduates requested more preparation for work in hospital settings, where they can earn higher wages and receive medical and other benefits.

The Personal Care Assistant/Caregiver Program was developed on the basis of labor market data indicating the expansion of need for trained caregivers by 44% over the next decade.

4. Parent Education Descriptions:

Parent Education

Parent Education's vocational training includes 3 certificate programs: Child Development 1, Child Development 2, and Family Home Day Care. Each of the Child Development certificates requires successful completion of four to eight parent education courses.

The Family Home Day Care Certificate is a single 100-hour course that includes an articulation agreement with the colleges to provide 3 units of credit in child development.

These certificates provide a comprehensive introduction to issues common to Family Home Day Care Providers, including: licensing, record-keeping and insurance; safety, facility preparation and regulations; illness and injury prevention; child growth and development; creative and enriching activities; communication with parents, behavior management and discipline; health, nutrition and the prevention of childhood obesity. Emphasis is placed on practical guidelines for building a successful and nurturing Family Day Care Home.

The Parent Education Program provides opportunities to learn about, and promote, the social, emotional, physical, and cognitive development of children at varying stages of life. Different types of classes are offered that include opportunities for students to attend and learn with their children; to learn about building more dynamic family relationships, or to respond to a court or counselor's referral to learn more effective parenting strategies.

PARENT EDUCATION: Adequacy and Quality:

The adequacy and quality of these vocational certificates are directly impacted by hours available for counseling, management, faculty, and staffing. The vocational certificates require many additional hours for student advising, record-keeping, paperwork, curriculum design, and faculty training. While the certificate programs have been very effective in terms of the success rate, the extensive time required to coordinate them, and the limited hours available for faculty to do so have limited their scope.

Program quality is also affected by the lack of sufficient paid faculty hours to coordinate efforts with community partners and potential employers, staff the counseling center, deploy tracking methods and organize data and an off-campus offering of final county minimal hour course to become a licensed Family Home Day Care Provider.

Parent Education also offers many courses that focus on the soft skills necessary for job attainment and retention including Anger Management, Interpersonal skills for singles and couples, Effective Parenting, and Parent Participation. These courses increase the students' ability to communicate effectively with employers. Students who successfully complete these courses increase their ability to identify and provide nutritious food for their children, masterfully navigate the K-12 school system, and purposefully foster a nourishing environment at home and with their childcare provider. Students who master these soft skills increase their propensity to arrive at work on time, report fewer absences due to child sickness or school conferences, and maintain better focus in the workplace as a result of improved organization at home.

Insufficient paid faculty time to update and create curriculum within the ever-evolving field of parent education, child development, and family home daycare has a negative impact on the adequacy and quality of these programs.

| Hospitality and Consumer Science (HCS) descriptions: |
|---|
| <p><u>Foods: Culinary Arts</u></p> <p>This is a six-module, 600-hour program. Students learn the basics of cooking, theory, food prep, safe food handling, menu development, and food cost management. The hands-on program in an industrial kitchen helps students gain an understanding of the restaurant business. Programs are offered in the day and evening.</p> |
| <p><u>Foods: Professional Bakeshop Skills</u></p> <p>This is a two-course, 216-hour program. Students develop professional skills and prepare for employment in the baking and pastry industries. Instruction includes theory and hands-on production; industry safety and sanitation guidelines, in-depth analysis of baking tools, ingredients, and measurement.</p> |
| <p><u>Foods: Food Preparation for the Health Care Professional</u></p> <p>This is a four-course, 288-hour program. Students learn menu preparation and planning, nutritional diets, and the impact of food on health. Students increase their knowledge about food preparation specific to the health care industry; learn basic nutrition principles; up-to-date food pyramid guidelines; food safety and sanitation; and eating for optimal fitness.</p> |

Fashion/Textiles: Clothing Construction

This is a three-course, 288-hour program. Students learn basic-to-advanced apparel construction; fabric identification and selection, and pattern selection; variety of measurement and fitting methods; selection, care, and use of various types of sewing machines and traditional and contemporary tailoring methods. The program prepares students for jobs in the fashion, theatre, and entertainment industries.

Fashion/Textiles: Sewn Product Business

This is a three-course, 324-hour program. Students learn aspects of the sewn products business; develop a feasibility and marketing plan related to a conceptual product; sewn-product manufacturing in industrial and home-based environments, and are prepared for employment in the clothing construction industry.

HOSPITALITY AND CONSUMER SCIENCE: Adequacy and Quality

The demand for Culinary Arts remains very high; at the present time, we are unable to satisfy that demand due to limited resources for facilities, food budgets, counseling support services, and instructors. The hospitality and consumer science programs report good to excellent student interest. Resources for supplies and equipment is limited for all programs.

Currently, all five Hospitality and Consumer Sciences (HCS) programs receive Perkins Funding. Funding for these programs, however, has decreased; it is expected that academic year 2014 – 2015 will be the final year of the funding, as it is now written. Without Perkins funding, new funding sources will be needed. Both hospitality and consumer science have relied on Perkins funding to roll out new programs and purchase equipment and supplies.

OLDER ADULT: Adequacy and Quality:

The Older Adult program does not currently offer vocational courses however; courses such as Improve Brain Power for the workplace; Performing Drama as an Art and a Career; Basic Computing 1, 2, & 3; Creative Computing, Internet Researching, and others are being currently researched. Minimal staff time would be required for SDCCD to adopt state-approved curriculum. This would allow the Older Adult program to begin offering vocational training immediately.

Older adult program currently offers 2 courses: Talking and Beyond: Communicating in Today's World; and Changing Careers after 50. Both focus on the soft skills, such as effective face-to-face

and virtual communication, effective communication with individuals from a diverse background, the use of multiple technologies, and adjustment and transition techniques. Although not officially classified as vocational training or pre-apprenticeships, the Older Adult program offers courses such as writers' workshop, practical theatre, ceramics, drawing and painting that have student outcomes including published works, acting jobs, and private businesses selling art.

TABLE 1.2

Types of CTE Adult Education Programs

[See Table in Appendix 1]

Table information includes:

1. Which programs receive Perkins funding.
2. Have or could have articulation agreements.
3. Annual enrollment
4. Success/completion rates
5. Annual FTES generated
6. Ranking of student interest in the program

Program Area Five

Programs for apprentices.

OBJECTIVE 1

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Associated Builders and Contractors, Inc. (ABC) is a long term apprenticeship programs that offers students paid on-the-job training and work experience with formal classroom instruction. The ABC apprenticeship program is a state- and federally-recognized construction training program that is completed in 4-5 years depending on the trade selected. Students are employed by a company and received hands-on training and attend class two nights a week earning college credits through San Diego City College while completing the program. Apprentices receive regular pay increases as they advance through the four to five year program. Family medical and dental benefits are provided as well. After successfully completing the program, apprentices will enter the workforce as a state and federally recognized craft person in their chosen field. Descriptions of available apprenticeship programs at ABC:

Sheet Metal Workers: Students learn to make, install and maintain air conditioning, heating, ventilation and pollution control duct systems; roofs; skylights; and many other building products made from sheet metal and other materials. Some workers may specialize in testing, balancing and servicing existing air conditioning and ventilation systems.

Electricians: Students learn to install electrical systems in factories, office buildings, homes, and other structures. Electricians read blueprints to locate outlets, circuits and panel boards. Those who work as commercial electricians may install, test or repair motors, transformers, generators or electronic controllers on machinery or equipment.

Plumbers: Students learn to install or repair water supply lines, drainage systems and gas systems in a variety of construction work environments. Plumbers' measure, cut and install plastic, copper, steel and cast iron pipe. In the rough-in phase, plumbers may attach or hang pipes for sinks, toilets and appliances.

Pipefitters: Students learn to install maintain and repair many different types of piping used in buildings, factories and utilities. These systems are used to heat and cool buildings, carry water, provide gas and generate electricity. Pipefitters work from blueprints or drawings and perform such tasks as measuring, marking, cutting and threading pipe to connect pipe systems.

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Electronic Systems Tech (ESTs): Students learn to install, connect, calibrate and service products that carry voice, video, audio and data within a structure. Some EST's work with fire and security alarm systems; others work with telecommunications equipment such as business telephone systems and computer networks.

APPRENTICESHIP PROGRAMS: Adequacy and Quality

ABC's program offers state-of-the art construction training facilities that feature full-scale workshops and classrooms. The facility serves as a resource for members and trains hundreds of skilled craftspeople in safety, electrical, plumbing, pipefitting, electronic systems technicians and sheet metal trades every year. In addition to the skilled crafts, ABC also offers a full array of management, supervisory and safety courses each month, training over 1200 journeymen in 2013.

The facility houses 16 classrooms, a computer lab, and a hands-on working laboratory of over 11,000 square feet. ABC San Diego's Apprenticeship Program has a long tradition of national Craft Championship winners, having won 16 medals in the last 14 years. Over 500 apprentices and craft trainees are currently enrolled in this program. In 2014, 75 students will graduate from the program. ABC regularly conducts outreach to local high school students to promote careers in construction. They also offer a scholarship program for high school seniors who are enrolled in construction classes. This scholarship program covers all the costs including books, work boots and tools specific to the chosen trade.

The amount of available public work varies and determines the number of apprentices in the program at any given period. When the amount of public work diminishes, the need for apprentices is reduced, and the waiting list of eligible participants increases. According to state law, a certain percentage of the workforce must consist of apprentices.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE TWO

An evaluation of current needs for adult education programs within its region.

2

Program Area One

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 2

An evaluation of current needs for adult education programs within its region.

San Diego Community College District (credit)

Needs:

- shared governance structure that facilitates more immediate changes responsive to student need in both course structure and course offerings
- increased frequency of administration of Math placement tests (currently once every three years)
- English placement tests administered annually
- accelerated remedial course sequences (Lengthy sequences risk student eligibility for financial aid, since federal regulations allow only 30 units of remediation funded by federal financial aid.)
- a math component to the ACE2
- improved communication between CE, SDCCD, and SDUSD

San Diego Unified School District Adult Education Program

Needs:

The Elementary and Secondary Basic Skills Work Group identified several areas of need for Program Area One. Although San Diego Adult School is fortunate to have continued operation after years of funding reductions since the onset of K-12 funding flexibility, programs and personnel were downsized, resulting in a drop in student enrollment by approximately 66%. Over the past few years, the Adult School team has worked diligently to put the needs of the student first when prioritizing the use of reduced funding. The list of needs that follows addresses the reinstatement of sites, programs and personnel that were eliminated, student needs that have gone unmet, and newly identified needs that came forth in the Work Group as imperative to meeting the everchanging needs of the region's adult student population. In a laser-focused fashion, Work Group participants explored ways to strengthen the longstanding Program Area One collaboration to ensure learners are provided with an accelerated program that fosters seamless transition to community college, career pathways, or the

workforce. Following are areas of need identified by the Program Area One Work Group for the SDUSD Adult Education Program:

- a curriculum developer to revise adult education curricula to include Common Core State Standards, as outlined in the recently published *College and Career Readiness Standards for Adult Education*, and to embed high school diploma courses with relevant Career Technical Education curricular content
- establishment of a greatly needed elementary basic skills reading and mathematics program in SDUSD Adult School
- improved standardized assessment system for collecting, processing, and reporting data
- increased emphasis on and access to professional development
- a centralized program registrar to support all Adult Education sites within the district
- a centralized financial clerk to support all Adult Education sites within the district
- instructional assistants and student mentors to provide needed one-on-one student support in the elementary reading and mathematics basic skills classes that will be established if funding is received as well as additional one-on-one support to students studying in the High School Diploma Program which will result higher student success rates, diploma completion, and seamless transition to community college and/or vocational career pathway programs.
- a career/college planning advisor/navigator to provide graduates with the skills, knowledge, and information needed to seamlessly transition to community college, career pathway programs, or the workplace.
- adequate funding to employ the direct instructional model for students enrolled in the proposed new elementary basic skills classes.
- additional site locations, especially in the southeastern and northeastern cluster regions of the SDUSD which are currently underserved and greatly in need of Adult Education services
- up-to-date educational technology, including hardware, software, and online relevant instructional programs to help learners accelerate course work completion while preparing them to successfully transition to community college, career pathway programs, or the workplace with the technological skills required in a very competitive technological world
- increase student persistence rate by reestablishing the eliminated summer school program to better meet the needs of adult learners with completion time constraints due to family, employment and other responsibilities.
- establishment CAHSEE and GED preparation courses with direct teacher instruction to facilitate the transition of students to community college, career pathway programs, or the workplace.
- exploration of optional Common Core Mathematics assessment placement instruments to provide more in depth information with regard to gaps in the mathematical knowledge/ability of students prior to course placement

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- additional faculty to provide direct instruction to students in the HSDP to ensure student success as Common Core Standards begin to be embedded in adult education high school curricular content and courses become much more rigorous
- Reinstatement of the Option 2 high school diploma college course requirement that is currently being waived due to lack of funding

San Diego Continuing Education

Needs:

- improved student placement instrument to be utilized at all SDCE and SDUSD adult education sites that provides a comprehensive assessment of student academic performance to determine correct level placement level in the elementary basic skills or the secondary basic skills programs
- improved elementary basic skills curricula to address the needs of adult learners at grades K through grade 6 levels in reading and mathematics
- faculty development programs that are structured and appropriately supported for the improvement of teaching and learning beginning with the area of most need: elementary basic skills
- implementation of sound teaching principles and practices for students enrolled in elementary and secondary basic skills courses and programs
- high school diploma course curricula that is uniform at each SDCE site to ensure congruence of academic rigor and student mastery at all SDCE sites, as well as with the SDUSD adult high school diploma program
- development of courses needed by students to complete high school diploma requirements in Mathematics, Science, and Fine Arts that are currently not offered in the SDCE program
- college bridge programs from SDCE to community college that align entry/exit skills levels and link course content to college-level performance requirements
- consistent enrollment management and operational procedures across sites
- curricular experts to define the outcomes and levels of curricular work through the basic skills pathways, including elementary, secondary and college readiness, as well as aligning each level to the California College and Career Readiness anchor standards
- improved channels of communication between SDCE, SDCCD, and SDUSD
- childcare for students
- comprehensive plan to review course offerings to improve student progress and outcomes
- review current funding formulas and state guidelines, since class sizes are currently determined by funding, rather than sound pedagogy, which limits the range of basic skills level instruction possible in each class

- review and create uniform standards and courses for adult high school graduation; at this time, different sets of standards exist at California Community Colleges and school districts that operate under the auspices of the California Department of Education

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation and classes in basic skills.

OBJECTIVE 2

An evaluation of current needs for adult education programs within its region.

The ESL/Citizenship Work Group whose membership includes representation from SDUSD adult education teachers despite the fact they do not currently offer ESL classes, found the following broad areas of current need.

Increase Access

In September 2013, there were a total of 636 students on ESL wait-lists representing all campuses. The greatest need is at the Miramar and CE Mesa campuses, which have significant space constraints.

There are also under-served populations including those adult learners who depend on childcare to attend class. For example, there were more than 20 family literacy classes offered in partnership with SDUSD that were conveniently located at elementary schools and provided childcare before the Community Based English Training Program (CBET) sunset in recent years.

Other under-served populations include adults with transportation issues or those whose employment schedules prohibit their regular attendance in class. Online and hybrid classes offer a possible solution.

Transition Students to Credit Courses

Students' goals are no longer merely "survival English". More SDCE students are preparing for college or for careers and would benefit from introduction to academic language and expectations to prepare them for these areas. The following facts support this statement:

- The percentage of the program in Advanced ESL has increased 20%.
- More than 51% of the program comprises returning students.
- Retention rates have increased at all levels of ESL.

Since many of our students now need the GED or a high school diploma to qualify for financial aid, many are also enrolling in our High School Diploma Program or studying for a GED. They want to qualify to enter credit courses at SDCCD.

Support ESL students in their career preparation

Increasingly, well-paying jobs in the San Diego area require advanced English proficiency, which includes both reading and written communication skills. These jobs also require technical skills that are available through SDCE Career Technical Education (CTE) classes. However, admittance to and success in these classes have high prerequisite English language skills. Students are frustrated by the length of time it takes to improve their English sufficiently to qualify for entry to CTE classes. Plans are being made to revise pre-vocational ESL and VESL classes to be more responsive to student needs and to focus more closely on the English needed to be successful in their vocational cluster of choice.

Improve Orientation and Support Services for Students

There is a critical need to improve the entire Orientation process in order to place students at the correct level and course. Orientation needs to be extended so that students can be accurately assessed through the use of multiple measures. Being placed too high causes learning frustration and being placed too low causes discouragement at how long completing the program will take. Regular orientation sessions at all campuses will help make ESL students aware of the possible pathways they can take to employment or to attending college and will improve learner persistence..

Increased counseling services for ESL students is another critical need. Currently most counseling hours are devoted to ABE and GED students. ESL students need to meet with counselors, identify goals for education and/or employment and complete an Individualized Education Plan which will provide them a pathway and a realistic timeline. There is hope that the advent of the SSSP grant for non-credit in 2015-16 will help this situation.

Students also face the barriers of lack of childcare and the cost of textbooks. These issues must be addressed. One of the ESL program's goals this year is to identify free or low cost childcare in the community. The program has established a book fund for students who are unable to purchase the required textbooks. Additionally, students require access to drop-in tutoring centers at the major sites, so that they can improve their writing skills, get other questions answered and move on with their studies.

Curriculum Development

In order to accelerate student learning and transition students either to CTE class or to credit college classes, a great deal of customized, more rigorous curriculum must be reviewed and adopted or developed in-house and piloted and revised. Areas identified in which curriculum must be developed include high school diploma work (or GED) for second language students, pre-vocational ESL and VESL curriculum for specific high-demand vocational clusters, transition-to-college materials, and digital media literacy curriculum. This curriculum development should be the product of inter-agency and intra-agency collaborative efforts.

Improve the Use of Technology

In order to teach 21st century skills, technology must be current including hardware, software and infrastructure, such as bandwidth at all sites. The ESL Technology Master Plan would benefit from yearly review and update. Faculty needs training to remain current and enable access to the rich online materials provided with the textbooks by ESL publishers.

A particular need is a software program to meet all the data collection needs of SDCE. Those include, but are not limited to, attendance, grading, level and program completion, certificates issued, transitions to other CE programs, transitions to credit programs and job attainment. The district is currently field-testing a new system that is expected to provide these capabilities in data collection. Training and ongoing support in using such a program is needed.

Increase Number of Full Time ESL Positions

As we update our Vocational English as a Second Language (VESL) classes, we are adopting new curriculum and developing special courses (English-for-Careers) that focus on students' abilities to identify additional career pathways for themselves and to learn the skills necessary to transition to job training programs or new careers. Full time instructors will contribute to and support the development of this new curriculum.

Curriculum development, teaching and evaluating student writing, Professional Learning Community work across campuses and with consortium partner SDUSD require paid non-instructional hours.

Since ESL has been designated a CDCP program, there are increased accountability requirements and expectations to demonstrate student outcomes and matriculation through the program to careers and higher education. To document these outcomes, we have added requirements for course and program completion that were mandated in Spring 2014. This increased course rigor requires additional writing instruction and the documentation of learning results, both of which entail increased

hours of instructor preparation. Full time contracts provide the hours and support needed to fulfill these expectations.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 2

An evaluation of current needs for adult education programs within its region.

- Limited support for HS Diploma students with disabilities, resulting in low completion rates for this population through SDCE
- Adults with disabilities attending evening classes have low completion rates. DSPS classes are not available in the evening. In addition, evening DSPS supports—including Resource supports—are severely limited.
- Organized pathways from K-12 to SDCE to College are not clearly defined.
- Course offerings for DSPS students are limited north of Interstate 8. Mid-City, Cesar Chavez, Centre City and West City each offer one or no class offerings with DSPS support.
- No formalized communication process or regular meetings occurring between SDUSD and SDCE/SDCCD for planning and coordination of streamlining services
- Lack of Resource support for students in Career Technical Education classes at SDCE
- No online DSPS course offerings for those who are unable to commute to campus
- Currently there are limited counseling services for students with disabilities within SDCE. Each full-time contract counselor is responsible for two to three campuses; each adjunct counselor covers one campus for limited hours.
- There is a lack of designated identified space for DSPS classes at some campuses.
- Very limited specialized instruction exists for those with low-incidence disabilities (i.e., direct instruction in ASL for Deaf students enrolled in ASE or ESL classes)
- Lack of adequate outreach to SDUSD K-12 and adult school students of transition age from SDCE and college
- Limited available test-prep classes for college placement tests through SDCE or SDUSD
- No alignment of curriculum within SDUSD, SDCE and colleges exists
- No DSPS classes currently lead to certificates of completion or certificates of competency

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 2

An evaluation of current needs for adult education programs within its region.

The following narratives describe and assess unmet current needs.

BUSINESS AND INFORMATION TECHNOLOGY

A curriculum task force was formed in Fall 2014 in the effort to review and improve our programming to meet the current needs of the San Diego community. We modified eight current course offerings, and created two new programs: Front End Web Developer I and II (which include seven courses) received State and program approval. These programs include possible articulation paths to colleges. To meet local workforce demands, additional programs are in process of development including : entry level network technician, server essentials, operating systems administrator, security, database administrator, computer support specialist and Business Information Worker. Some of these will be included as stackable certifications. We determined the need to create more stackable certificate programs and are currently separating our 875-hour Web Server Maintenance certificate program into modules to allow students to complete training in shorter intervals, thus gaining eligibility for potential employment even while a stackable certificate-training program is in progress rather than having to drop out of the program to begin a new job.

We also identified four programs (Virtualization Certification, Wireless Networking Certification, Mobile Device Programming, and Application Programming) needed to fill employment gaps; at present funds are not available to develop the infrastructure to build these programs, which would be possible with the addition of memory and hardware to our NetLab and classroom lab. Our current three contract faculty members who are responsible for leading and supporting these programs have insufficient non-classroom time to maintain the hardware and software in addition to their classroom and leadership responsibilities. Investment of time and resources are necessary to review current programs and develop additional programs and courses to meet the standards of adequacy and quality required by local needs.

Many of our students are incumbent workers and there is a need to build an infrastructure to support their time constraints. We have found that a hybrid class model works well providing some classroom time and some instruction online. The building out of our NetLab, which creates a virtual environment for our students, will ultimately provide more access to all students. Funds are needed to increase capacity, purchase software and hardware and maintenance from our vendors on a yearly basis to

maintain functionality and accessibility. In addition, as software products become subscription based, it is increasingly difficult to fund and sustain the current versions of the software used in our classes. As an example, the current version of the software used in our IMCP program in which we had 56 graduates in 2013/14 (and project 100 graduates in 2014/15 due to increasing the number of sections), is no longer supported. The Adobe Creative Suite is the focal point of this program and is currently Cloud Based. We have not been able to upgrade it due to the cost of the cloud-based subscription. Current funding models do not support subscription-based purchases. In addition, a yearly funding source is necessary to sustain the agreement in order to have students complete the 10-month-long program.

The Business Information Worker Program is crucial to our community with thousands of entry level job openings each year. An ongoing funding source is required to keep our office skills labs under warranty and up-to-date on the software products, while also providing instructional materials to our students in the labs.

There are wait-lists for many classes, but an adequate system to standardize those lists has not yet been developed, making it difficult to efficiently fill our classes and address the needs of prospective students.

HEAVY VOC

The programs where the current needs of adult population are not being met due to lack of regional training opportunities include: Auto Body, Welding, Plumbing, HVAC.

ROP programs have been significantly slashed at the high school level for most skilled training programs. Of the 11 colleges in the San Diego region, only two offer Auto Body programs. Only two high school districts (Poway and Grossmont) offer Auto Body for adults. Only one credit bearing college (Palomar College) offers Welding. Only 3 adult high school programs offer Welding (El Cajon Valley, San Dieguito High School Academy, and Escondido High).

TIG Welding is a specialized welding technique that is in demand but currently only offered at Palomar College. We are considering re-opening and expanding that program at SDCE and aligning our program with Palomar's curriculum to provide students the opportunity for articulation and to continue their welding training beyond our existing programs. The concern, of course, is how to fund the equipment and adequate staffing to add that additional skill set to our current program.

Aside from trade union journeyman programs, there are no adult high school programs or college programs other than SDCE's for Plumbing and HVAC.

Five other colleges offering some Auto Tech programs throughout the county, many of which specialize with certain car manufacturers, such as Honda and Toyota. However, other adult education offerings are only through Poway High and Orange Glen High in Escondido.

The challenge for all of these programs is that open slots for orientation are filled within two minutes once online registration begins. While some students drop out within the first week of school (once they understand the rigor of these programs), our certificate courses experience a high percentage of completers since the options available to them with in San Diego County are minimal.

In evaluation and assessing our current needs, we must address the necessity for job readiness skills and soft skills training for vocational programs. While some job readiness skills can be integrated into existing curriculums, that is inadequate to prepare students (particularly those with limited working experience) to meet the professional demands on the job, which include interactions with supervisors, team work, proper work attire, and regular attendance.

PARENT EDUCATION

Students who complete parent education programs offered by SDCE are ideally situated for jobs counted among the 50 most in-demand occupations profiled by the San Diego Workforce Partnership's (SDWP) 2013 In-Demand Jobs report. The U.S. Bureau of Labor Statistics projects that need for employees such as teacher assistants (410), customer service representatives (1,150), general office clerks (2,435), and receptionists and information clerks (1,197) will grow significantly over the next five years (2012-2017). San Diego County is expected to experience a 4% growth in demand for childcare administrators and a 5.4% growth in childcare workers from 2014-2019. The certificates and soft skills improvement courses offered through parent education satisfy many of the most pressing needs for these in-demand occupations. Effective Communication and Effective Parenting have current wait-lists of 40 and 45 respectively. This underscores the necessity to increase the number of Parent Ed class offerings.

In addition, the growing immigrant population in San Diego would benefit from access to information regarding school systems, childhood advocacy, community resources, and social expectations to ease the daily challenges associated with assimilating to a new culture. The support of parent education courses reduces family stress, which promotes motivation to acquire additional vocational training and improved job performance.

HOSPITALITY AND CONSUMER SCIENCE Foods & Fashion

The need for more food preparation/culinary arts training programs in San Diego is great. The on-line orientation list for Culinary Arts, which is the vehicle for students to enroll in classes, fills within two

hours of posting time. Additional sections of culinary arts/food preparation courses are needed to fulfill the industry need in San Diego. According to Local Region Labor Market Needs/San Diego Workforce Partnership report of 7/16/14, the top three occupations in terms of growth in the city of San Diego are:

1. Combined Food Preparation and Serving Workers, including Fast Food
2. Waiters and Waitresses
3. Personal Care Aides

All involve training in food preparation, management and nutrition. Of the three top growth industries, the first is full service restaurants.

Fashion program classes in CE are full; fashion curricula that focuses on fashion retailing-related careers are needed. Currently, CE offers courses in Fashion Production and Product Development. According to the San Diego Workforce Partnership/In-Demand Jobs Guide, Supervisors of Retail Sales, Sales Representatives and Customer Service Representatives are listed in the top 50 in-demand occupations. The growing demand for these jobs underscores the need for additional Fashion Curricula as well as curricula for financial literacy, which falls within the scope of Consumer Programs. Pathways to in-demand jobs for financial advisors and analysts also point to the need for consumer financial literacy programs. This growing field, which is relatively new, would benefit from curriculum development and additional support staff. Non-credit courses are often the first step in the path to additional in-demand occupations. Overall, a need for general and basic workforce-preparation training is a priority.

OLDER ADULT

According to SANDAG 2013 estimates, Continuing Education serves a community of older adults (50 and older) that numbers 323,551. The utilization of soft skills courses and vocational training are needed due to delayed retirement and an increased life expectancy. Older Adults benefit from updates on current workforce expectations and technology. Education about nutritional wellness and techniques to maintain and increase physical stamina help older adults remain competitive in the workplace.

REGIONAL WORKFORCE DEMANDS FOR PROGRAMS

[TABLE 2.1](#)

[See Table in Appendix 2]

Program Area Five

Programs for apprentices.

OBJECTIVE 2

An evaluation of current needs for adult education programs within its region.

Construction employment is on a steady rise. Forty one percent of the state's contractors said in a survey they plan to add employees in the coming year.

According to the CA Employment Development Department (EDD), 57,600 San Diegans were employed in the construction industry in 2012. CA EDD projects total construction industry employment in San Diego to reach 72,300 jobs by 2020. Electricians are listed in the top in-demand jobs in San Diego County according to a U.S. Department of Labor, Bureau of Labor Statistics survey of employers.

According to the 2014 U.S. Talent Shortage survey conducted by ManPowerGroup, Skilled Trade Workers and Laborers are both in the top 10 hardest jobs to fill.

REGIONAL COMPREHENSIVE PLAN OBJECTIVE THREE

Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

3

Program Area One

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 3

Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

TABLE 3.1

[See Table in Appendix 3]

While individually our programs have each developed effective systems to move students forward as they prepare for college and career, this consortium process has provided an unprecedented opportunity to view each system individually, inventory its strengths and areas of need, and conceptualize how the programs might work together to ensure that assessment, curricula, student support services, and the like are aligned to best promote the seamless transition of students as they work their way through the system as a whole and later transition to community college, career education, or the workplace.

However, local stakeholders are careful to distinguish “working together” from melding three very powerful, effective systems into one large program that is administered from a central office. The goal is to maintain the integrity of each program, allow each program the necessary autonomy to best serve its unique student population, and to do this while working together to promote smooth transitions for students as they move through our systems and into postsecondary institutions or career paths.

The key goal that underpins this category is alignment. In order to best promote seamless transitions, it is necessary that each part of the system is well-aligned with both the parts that precede it and the parts towards which students strive. This alignment ideally extends from initial assessment through the curricula and instructional practices that prepare adult learners for family-sustaining jobs and career advancement.

As it is now, many of our adult learners who aspire to postsecondary education, either for eventual transfer or to earn an associates degree or complete career-technical certificates, are placed upon enrollment in the postsecondary for-credit setting into potentially lengthy sequences of remediation in reading, writing, and/or math before they are eligible to enroll in the credit-bearing coursework they need to meet their goals. Essentially they are paying per-credit fees and expending their limited

financial aid to gain the skills they can obtain at no cost in equivalent classes at SDCE. It has been suggested by this work group, that improved alignment and more seamless transitions might be promoted by encouraging students to gain proficiency in the necessary basic skills before they enroll at the community college.

This concept has several advantages, primarily to students but also to the institutions involved. For students, it would provide a sense of empowerment, as they work to reinforce basic skills as a step toward eventual college enrollment; as it is now, students in remedial classes are discouraged by the prospect of multiple-class sequences and the knowledge that they have taken this big step - they are often the first-in-family to attend college - but are already labeled “unprepared.” In addition to reinforcing basic skills, students enrolled in ASE classes could receive coaching that would enable them to improve their performance on the initial assessments administered upon matriculation to the community college.

The plan also has advantages to all institutions involved. Programs at SDCE and SDUSD would benefit from increased enrollment of students interested in matriculation to a community college. Community colleges would benefit because a greater percentage of students would arrive without need of remediation. Since research indicates that remediation has a negative impact on completion, community colleges might see completion rates rise.

TRANSITION ASE STUDENTS TO CREDIT COURSES

In order to accelerate the process of creating pathways to postsecondary education and to workforce placement, SDUSD is facilitating an accelerated high school diploma program. The program is an Independent Study program with open/entry, open/exit enrollment throughout the school year. Students are afforded the opportunity to complete courses at their own pace in a flexible instructional program that enables adult learners who are unable to attend traditional courses, due to work, family, or other life responsibilities the opportunity to obtain the high school diploma. The program is structured to enable learners to complete coursework away from school or in the classroom where teacher and tutoring assistance is available. In order to enroll in the Independent Study accelerated program, students must demonstrate the ability to read at a high-school level. Successful completion of Independent Study courses requires student mastery of high-school level reading, mathematics, and writing skills. Program success is demonstrated by a very high diploma completion rate and the successful transition of graduates to community college, career/vocational study, or the workplace.

Prior to the necessity to scale back the SDUSD adult education program due to K-12 funding flexibility, all students pursuing the adult education Option 2 high school diploma were required to complete a 2-credit non-remedial community college course as part of the graduation requirements for the Option 2 diploma. Students were encouraged to complete a college course related to a career

pathway, if possible. An agreement with the San Diego Community College District enabled SDUSD and SDCE adult education high school diploma students to enroll in these courses tuition-free. The cost of textbooks was covered by the adult education programs. Completing a course on a community college campus proved to be an invaluable experience for adult education students in preparing them to make that all-important seamless transition to community college and/or the workforce. Completion of a college course is still a requirement for the Option 2 diploma; however, this requirement has been waived, over the past several years, due to the cost of the college textbooks. Adequate funding is needed to achieve our goal of discontinuing the waiver process for this invaluable college course experience -- an experience that clearly fosters the seamless transition from the adult education high school diploma program to community college and/or the workforce.

Two existing Bridge Programs ease the transition of ASE students to college credit courses.

- Test Higher, Place Higher (City College)
- ACE² at Mesa College
- a math component may be added to the ACE² program.

Additional college-ready math, reading, and writing courses are in process of development to enable students to transition to college credit classes without exhausting their financial aid benefits in classes for which the credits do not accrue toward completion.

A shared governance structure by the consortium members that affects a more immediate response to student needs is essential. An example is the need to increase the frequency of the math placement testing for credit classes. Currently, the math placement test is given every three years while the English placement test is administered annually. Both placement tests should be administered annually.

TRANSITION FROM ABE TO HSDP/HSE AND/OR CAREER GOALS

In addition to high school completion and high school equivalency (GED) preparation, SDCE offers adult basic education (ABE) classes in Language Arts and Math at both beginning and intermediate levels. Options include classroom instruction or small group instruction in an individualized learning lab setting. SDCE also offers Math for ESL students whose primary language is Spanish.

Additional possibilities for transition might include:

- integrate a career pathway framework and vocational modules into basic skills curriculum to promote student goal attainment
- allow students multiple entry points into the courses of study

- align curriculum to clearly identify benchmarks, certificates and/or degrees that lead to employment

Objective three in has been divided into six categories in the basic skills program area:

- Program Design
- Assessments, Placement, Accountability
- Curriculum and Instruction
- Professional Development
- Student Support Services
- Partnerships

CATEGORY ONE: PROGRAM DESIGN:

In order to meet the objective, which is the integration of existing programs and the creation of seamless transitions for adult learners to postsecondary education and the workforce, it is necessary first to examine the structural, curricular, and pedagogical underpinnings of the systems currently in place. Ideally, the San Diego Adult Education Regional Consortium will collaborate to design programs that serve as pathways for adult education learners interested in employment or transition to postsecondary programs. This will entail backward design, which bases current instruction on the the reading, writing, and math skills that students need once they move past adult education. Students then receive the support they need that best serves their ultimate interests. Specifically, it is important to:

- Align math, reading, and writing skill instruction from adult education with workforce and postsecondary expectations.
- Provide clear, efficient pathways for participants regardless of skill level at entry to enable their progress into post-secondary programs and ultimately into career-sustaining employment.
- Develop a system that includes multiple entry points for students who function at various levels with clearly identified benchmarks, including certificate or degree completion that promote employment.
- Integrate adult education programs and services into career clusters.
- Develop a clear structure that outlines expectations and guidelines within those career clusters.
- Work with partners to develop a strong support service component, which will increase access and promote seamless transition within educational providers.
- Identify and define resource needs and demands for program development as well as student interest to increase retention.

- Encourage increased Workforce Investment Act cooperation with regional labor partners to identify high growth job clusters.
- Partner with post secondary providers to align assessment, curriculum, learner access and articulation agreements.
- Integrate financial literacy, life skills, technology, and study skills into all levels of the curriculum

CATEGORY TWO: ASSESSMENT, PLACEMENT, AND ACCOUNTABILITY

The key goal that underpins this category is alignment. In order to best promote seamless transitions, it is necessary that each part of the system is well-aligned with both the parts that precede it and the parts toward which students strive. This alignment ideally extends from initial assessment through the curricula and instructional practices that prepare adult learners for family-sustaining jobs and career advancement.

As it is now, many of our adult learners who aspire to postsecondary education, either for eventual transfer or to earn associate's degrees or complete career-technical certificates are placed upon enrollment in the postsecondary for-credit setting into potentially lengthy sequences of remediation in reading, writing, and/or math before they qualify to enroll in the credit-bearing coursework they need to meet their goals. Essentially, they are paying per-credit fees and exhausting their limited financial aid to gain the skills obtainable at no cost in equivalent classes at SDCE. It has been suggested by this work group, that improved alignment and more seamless transitions might be promoted by encouraging students to gain proficiency in the necessary basic skills before they enroll in community college.

This concept has several advantages, primarily to students but also to the institutions involved. For students, it would provide a sense of empowerment, as they work to reinforce basic skills as a step toward eventual college enrollment; as it is now, students in remedial classes are discouraged by the prospect of multiple-class sequences and the knowledge that they have taken this big step - they are often the first-in-family to attend college - but are already labeled "unprepared." In addition to reinforcing basic skills, students enrolled in ASE classes could receive coaching that would enable them to improve their performance on the initial assessments administered upon matriculation at the community college.

The plan also has advantages to all institutions involved. Programs at SDCE and SDUHS would benefit from increased enrollment of students interested in matriculation to a community college. Community colleges would benefit because a greater percentage of students would arrive without need of remediation. Since research indicates that remediation has a negative impact on completion, community colleges might see completion rates rise.

Assessment/Placement

Currently CASAS is the instrument used to appraise and pretest all basic education students at the start of a program. Post-tests are then administered at the end of each program, providing a progress indicator. Placement within basic skills is based on TABE scores. Other assessments, such as the Welding Safety Test are designed by faculty for individual classes. Counselors also note CAHSEE scores, Accuplacer scores, and a student's academic history for placement decisions.

The goal is to employ a variety of assessment tools. In total, these assessments help determine a student's needs, goals, interests, and placement levels. A continuum of appropriate assessments from basic skills assessments to work-related and post-secondary assessments, such as career inventories and diagnostic reading assessments is also necessary. A variety of assessments reveals a clear picture of the student and helps the student efficiently transition through his/her educational plan.

Goals in this category include the following:

- Employ CASAS to appraise and pretest all basic education students at the start of the program and post-test students at exit.
- Assess student needs, goals, skills, interests, and placement levels.
- Reevaluate program plans and implementation modifications periodically.
- Identify a continuum of appropriate assessments from basic skills assessments to work-related and post-secondary assessments, such as career inventories and diagnostic reading assessments.
- Approve standardized assessments and provide training to adult educators in administration of those assessments.

Accountability/ Progress Indicators

Ultimately, the strength of the programs within the consortium is measured by their efficacy: are the programs effective? Do students reach their goals? A key element in designing effective programs and instruction, developing effective faculty and support services through well-targeted professional development, and building mutually beneficial partnerships is the assessment of outcomes as students transition beyond our programs. The only way to know if the goals of the regional consortium are met is to track those outcomes carefully. The consortium is thus committed to working both locally and with the state to:

- Continue to expand and strengthen the state's accountability system to document, evaluate, and improve student and program outcomes on a continuing basis.
- Develop career pathways performance measures and state-level outcomes.

Plans to contribute to the improvement of both local and state-level accountability systems include these elements:

- Explore ways to track outcomes through the system for all learners, including those not currently captured.
- Explore the use of a statewide learner identification system to better track students.
- Use data consistently to form policy and inform procedural and funding decisions.
- Implement data-driven program improvement from year one that provides regular increases in the the percentage of students who transition annually.
- Analyze student outcomes and employment, including the number and type of certificates or degrees attained; transition rates from basic skills to progressively higher levels of coursework; employment outcomes, including wages, benefits, retention, pay upgrades and promotions; relationship of jobs secured to student field of study.
- Track longitudinal data on learning gains and employment outcomes and disseminate this information statewide.
- Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.
- Create a clerical position to spearhead the tracking of data.
- Increase the percentage of students who transition annually.
- Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.

CATEGORY THREE: CURRICULUM AND INSTRUCTION

The heart of the programs within the consortium is the curricula and the instruction employed to deliver that curricula. Whether a student is enrolled in Auto Tech, basic math, English, or culinary arts, effective curricula must be relevant, engaging, and delivered by instructors who not only know the content itself, but understand the learners. It is imperative that instructors recognize what might be confusing to learners of various abilities and be ready with a full toolbox of strategies to help learners overcome misunderstandings. This is crucial to all learners and even more so to adult learners. To that end, the consortium is committed to:

- Implement career and education planning competencies to Adult Secondary Education (ASE).
- Assess current program alignment to Career Pathways framework.

- Modify existing Career Pathways framework to improve alignment.
- Refine curricula according to workforce and student need.
- Develop contextualized curricula within a career cluster structure that creates a bridge to postsecondary education.
- Update professional development and improve curriculum according to new career pathway trends.
- Ensure that curriculum design reflects postsecondary and occupational training contexts.
- Reevaluate program plans and implementation periodically.
- Reevaluate workforce needs and demands for overall alignment.
- Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs, as well as students' interests, goals, and success.
- Maximize use of technology by integrating technology in the classroom, ensuring that learners acquire technology literacy skills essential to postsecondary education and the workplace.
- Modify curricula to align with curricula utilized in the SDUSD adult education high school diploma program and establish uniform standards of rigor.
- Develop SDCE courses in Mathematics, Science, and Fine Arts to satisfy high school diploma course requirements.
- Revise curricula to align with Common Core Standards as outlined in the College and Career Readiness Standards for Adult Education for all adult education high school diploma courses
- Incorporate Career Pathways framework into curriculum.
- Develop contextualized curriculum within a career cluster structure that bridges into postsecondary education
- Maximize use of technology to ensure acquisition of technology literacy skills essential to postsecondary education and the workplace

CATEGORY FOUR: PROFESSIONAL DEVELOPMENT

Adult basic skills education consists of many moving parts that must work together seamlessly to accomplish the goals of moving adult learners from entry to college and/or career. It is essential that administrators, instructors, and staff work together effectively. Each individual involved must know his or her part, which changes as requirements for entry to the workplace or postsecondary institutions change over time as well as understand how the parts fit together. This knowledge requires ongoing professional development. The overriding professional development goal in this program area is:

- ongoing professional development for instructors, counselors, and administrators to develop the skills and knowledge needed to plan and implement an Adult Education Career Pathway system

This professional development should include the following:

- specialized professional development in the career cluster framework to enable delivery of high-quality instruction and use of classroom support that fosters learner persistence
- orientation training to educators on Adult Education Career Pathways
- training on models of differentiated instruction that will assist programs with limited staff or learners in the development of instruction for a particular job cluster
- ensure that all instructors and administrators utilize classroom supports that promote career pathways progression and assist learners in managing the barriers to participation, building self-efficacy, setting realistic goals, and seeing measurable progress.
- specialized professional development and support for student transitions
- online training modules for teachers and administrators
- individualized multi-year professional development plans to adult educators
- ongoing professional development opportunities to strengthen program and curriculum
- capability of efficiently modifying professional development to reflect new trends and individual needs of educators
- utilization of a statewide professional development task force to design core training for all adult educators that addresses work and career readiness skills, such as team building, critical thinking, problem-solving, study skills, and career assessment
- professional development that addresses new models and instructional strategies, such as contextualization
- professional development in the integration of technology to enhance instruction

CATEGORY FIVE: STUDENT SUPPORT SERVICES

Student support services are the elements of the basic skills program that are less visible but no less essential to student success. Student support services comprise the structure that allows the programs, the assessments, and the instruction to function. Student support services work to erase the barriers that often stand in the way of student success and promote the seamless progress of the students as they work their way through the system of adult education. The goals of adult basic education support services are:

- to provide services such as counseling, tutoring, career exploration and planning.
- to provide student support to reduce personal barriers to retention and to promote smooth transitions within and between educational /training providers and the workforce.

In addition, plans to augment Student Support Services include:

- Align intake procedures, student needs assessments, orientation, and counseling with career pathways.

- Explore, identify, and share options for providing high-quality counseling and advising to assist learners in designing appropriate social and academic transitions as they progress.
- Promote and coordinate regular outreach by community colleges and other educational and training providers to inform learners about financial aid options and assist them in connecting with financial aid providers.
- Develop closer partnerships with service agencies.
- Provide a structure and support necessary to accommodate work schedules and assist in adult learners in procuring transportation, childcare, and family literacy services.
- Establish mentorship programs.
- Provide support services that empower all learners to become self-advocates
- partner with agencies in the community to provide case management services and continued support to assist learners.
- Integrate research-based learner persistence strategies for all adult education learners.

San Diego Continuing Education has issued a Student Success and Support Program noncredit planning document for 2014-2015. To date SSSP funding has not been released by the State Chancellor's Office for Non Credit Continuing Education entities. However, it is expected that the requirements will parallel those of the credit colleges.

SDCE over the past several months has focused on planning to provide Orientations for all students and on phasing in online orientations once funding becomes available. SDCE has also begun the process of reviewing the various tools used for Assessment. Additionally, SDCE has begun implementing Student Educational Plans for various programs in preparation for the Student Education Plan requirement mandated by SSSP.

SDCE has taken a proactive approach to prepare for the upcoming changes which will take effect July 1, 2015. When SSSP funds are allocated, SDCE plans to:

- Hire 2 full-time Counselors and 4 adjunct Counselors
- Hire 4 Student Services Technicians
- Provide Online CASAS assessment
- Purchase Student Educational Plan printing supplies
- Conduct an Outreach/Marketing Campaign
- Provide Online Orientations
- Provide employee SSSP training

CATEGORY SIX: PARTNERSHIPS

Basic skills education is part of a network of services designed to help adult learners acquire the skills necessary to reach their educational goals. Some learners aspire to postsecondary education. Many others depend on the skills they acquire within the basic skills programs to help improve their employment prospects. It is the partnerships we build with businesses and agencies that are crucial to the goal of fulfilling the aspirations of these learners.

The consortium is thus committed to the following:

- Build partnerships with businesses that are mutually beneficial.
- Work with key stakeholders to identify regional skill needs and design and provide career pathway programs that target those needs.
- Align resources to support adult education career pathways goals.

The following specific actions are planned to help realize these commitments:

- Enlist the support of state level intra- and inter-agency partners in developing a common message that encourages participation in adult career pathways partnerships at the local level.
- Develop targeted marketing strategies for specific audiences, including potential learners, employers, policy makers, and partnering agencies.
- Identify and solicit funding partners, including both private and public sectors to support and enhance pathways initiatives.
- Identify and establish community, education, and business partnerships.
- Obtain advice from partners to improve program design.
- Leverage resources across systems.

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

OBJECTIVE 3

Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

TABLE 3.1

[See Table in Appendix 3]

Transition to Post-Secondary Education or the Workforce

In order for students to succeed at meeting their goals, College and Career Pathways Plans must be introduced at the very beginning of the educational process. Therefore, all SDCE students are oriented to the educational pathways plan at their point of entry into adult education. To enhance this process SDCE is designing college and career pathways curriculum to use during orientation. Instructors will then follow up this information with career pathways curriculum integrated into ESL classroom academic and career lessons. SDCE currently offers Intermediate and Advanced Level Pre-vocational ESL to help students transition to job training and employment. However, it is critical to add Beginning level Pre-vocational ESL that prepares lower level students for entering the workforce.

SDCE is also in the process of revising course outlines to incorporate the College and Career Readiness Standards at all levels of ESL. Increased academic rigor will better prepare students to transition to careers or post-secondary education. More emphasis will be placed on reading, writing, and math skills. Contextualized curriculum will support students in English-for-Careers classes and place them onto the next pathway of their education. Improved inter-agency and intra-agency collaboration will facilitate the development of complementary and integrated curriculum across all agencies. Additionally, to support students as they navigate their educational endeavors, program navigators, who assist students in navigating their educational plans, will guide students in their transition from ESL to HSE, credit courses, or college vocational training.

Transition Students to Credit Courses via ASE/HSE

Students are now arriving at San Diego Continuing Education to complete “survival English” and leaving when that immediate goal is accomplished. Students indicate regularly that they want more education by attempting the High School Diploma Program or studying for a High School Equivalency (HSE). To increase access to these programs, SDCE is developing a High School Prep class for

students to be delivered on site or as a distance learning course for students who cannot attend classes on campus regularly. To support these programs, counselor presentations to students, regular meetings between faculty, counselors, and navigators, and coordination of hardware and Internet requirements with IT staff are necessary.

Students also want to qualify to enter credit courses at SDCCD. SDCE has developed curricula for our Transition-to-College courses that focus on developing academic writing skills, so students can transition directly into English credit classes and meet with success. This design enhances skills, such as writing the personal statement for college and scholarship applications. The curricula also provide learners with information about the 3-tier system of public higher education in California, financial aid, and procedures for applying to college programs. This course also assumes coordination by the instructor with the colleges to set up classroom visitations and counseling presentations.

The ESL/Citizenship program at SDCE also has strong partnerships with the college credit ESL programs at Mesa, Miramar, and City Colleges. To transition ESL students to the colleges, the program offers special Transition-to-College courses in which learners receive counseling services from the colleges to prepare them to transfer to credit courses. Since two of the ESL programs with the Transition-to-College classes are located on the campuses of Mesa College and Miramar College, the students visit the credit ESL classes and participate in the events organized by the Career Center at Mesa and Miramar. Administrators and faculty of the credit and non-credit programs also participate in regular meetings to coordinate services to students. Teachers of ESL 7 classes at Miramar arrange for their students to visit credit classes at that site. Teachers of ESL 7 classes at Mid-City and Center City arrange for their students to visit credit classes at City College.

Transition to CTE and Support ESL students in their Career Preparation

Well-paying jobs in the San Diego area increasingly require advanced English proficiency, which includes both reading and written communication skills. These jobs also require technical skills that are available through SDCE Career Technical Education (CTE) classes. However, admittance to and success in these classes require high prerequisite English language skills. As Pre-vocational ESL classes are expanded to coordinate with CTE classes, SDCE is adopting new curriculum and developing special courses (renamed English-for-Careers) that focus on students' abilities to identify career pathways for themselves and to learn the skills necessary to transition to job training programs or new careers. Full time instructors will contribute to and support the development of this new curriculum. To accelerate student goal attainment, SDCE is now piloting the I-Best model of instruction in which an ESL instructor and a vocational skills instructor concurrently teach a vocational class with the I-Best model of instruction. In a managed enrollment setting, one teacher provides

VESL instruction, and the other teaches automotive skills. If this pilot is successful, similar classes will be developed.

Orientation

Orientation services are provided to students prior to placement/enrollment in classes.

The target audience for enhanced orientation consists of all incoming and continuing students who are beginning a new program. (SDCE yearly serves 52,285 students, approximately 15,686 (30%) are first-time students.) Orientations take place in a group setting and on a one-on-one basis.

Continuing Education will gradually introduce general Online Orientations that will provide an overview of all programs and services offered by Continuing Education. Students will then be guided to program-specific orientations. ESL orientations are conducted by faculty assisted by instructional assistants.

Counseling Support

The role of the counselor is to provide an overview of all the programs offered in Continuing Education and review the requirements necessary to complete a program of study.

During the Orientation, Abbreviated Student Educational Plans are developed by the student and the counselor. These plans provide the student with the necessary information to begin a course of study that will ultimately lead to his/her identified educational goal. Comprehensive Student Educational Plans are developed subsequently during one-on-one counseling appointments. Comprehensive Educational Plans detail the scope of the program from the start to completion.

Counseling services are readily accessible to most students. ESL students receive limited counseling services. On average, same day counseling appointments are available, and the wait for drop-in appointments is approximately 20 minutes. Paraprofessionals are not utilized for advising. All counseling/advising services are delivered through full time and adjunct counselors. In conjunction with the Student Success and Support Program Plan, plans to employ two contract counselors and four adjunct counselors to provide these services are in development.

Assessment and Placement

Assessment services are provided for students prior to placement/enrollment in classes.

Currently, assessment testing is conducted in group and individual settings; however, online versions of the assessment measures (CASAS online) will be piloted for ABE and ASE students during the 2014-2015 academic year.

Existing clerical staff at each of the Continuing Education sites provide scheduling, proctoring, and data collecting services for assessment. Within the Student Success and Support Program Plan, four

additional Student Services Technicians are committed to the continuation of these assessment services.

CASAS, the Test of Adult Basic Education (TABE), and various instruments created by instructional faculty are currently utilized (e.g., Welding Safety Test). Multiple measures (e.g., CAHSEE scores, Accuplacer scores, and students' academic history) are also utilized to conduct assessments. SDCE is in process of developing improved assessment tools to determine the readiness of the students to move onto the next pathway.

The technology tools used to support the educational planning component consist of a district-supported Integrated Student Information System (ISIS) that is used to inform and monitor the completion of the Student Educational Plans. Also, technology is utilized to scan and electronically store all Student Educational Plans.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 3

Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

TABLE 3.1

[See Table in Appendix 3]

Improving the Educational/Transition Pathways

Currently, there exists some foundational collaboration integrated within the institutions of the consortium members and partners. However, this relationship has the potential to be greatly improved so as to increase support, services and outcomes for adult learners with disabilities.

Placement and Assessments

Disability Support Programs & Services (DSPS) in San Diego Continuing Education (SDCE) may serve as the first point of entry for many transitioning San Diego Unified (SDUSD) students. It is not uncommon for SDUSD special education students to provide a copy of their IEP (Individualized Education Plan) when seeking eligibility for DSPS services in order to help determine appropriate planning, disability-related needs, and academic placement. Current testing at or after age seventeen included in the IEP would result in more accurate placement and identification of services and accommodations for these adult students.

Curriculum

With the transition to The Common Core, both SDUSD and SDCE will utilize the same curriculum standards for high school diplomas and high school equivalency. However, with significant differences in the legislation that cover K-12 education (IDEA) and adult education/college students with disabilities (Section 504 of the Rehabilitation Act, Americans with Disabilities Act), students are often unsure of the transition process and what it entails. This uncertainty is a detriment to the success of students with disabilities. A specialized curriculum for special education students transitioning to adult education or community college that explains the differences between the two sets of legislation and services provided would support students and improve their preparation for this transition.

Transition practices and strategies currently are minimal between consortium members. The following strategies have the potential to improve services to students and contribute to more consistent student outcomes.

Communication Paths

Since consortium members belong to large institutions where changes in policy, process, and staffing are frequent, communication between members is essential for success. Without continuous effective communication, programs of this size cannot function properly. A simple strategy that is not currently practiced is the sharing of organizational and contact charts between institutions. These charts, if updated biannually, would create a more streamlined vehicle for communication between consortium members. Shared information within the institutions would also likely result in fewer duplication of student services.

Creating one shared publication between the institutions that describes the programs and services of each (special education for SDUSD, and DSPS services for SDCE) and how to access each program could reduce the time and resources required of both institutions to investigate. In addition, a local advisory group consisting of SDUSD, SDCCD, and local agencies that supports adults with disabilities could meet quarterly to share updates, changes, and best practices. This advisory group will support the relationships between the agencies/institutions as well as support transitioning students by educating faculty and staff on all options available to students.

Another idea to improve transition would be to create an annual information event for special education faculty and staff from local high schools to clarify the information that students need to know in order to successfully transition. This information will include the referral process, documentation requirements, personnel contact information and updates on information about current educational programs offered through SDCE.

Defined and Articulated Pathways to Postsecondary Education or the Workforce

Students and faculty have become increasingly reliant on technology. One recommendation is to create an interactive website that can lead a student through options of pathways to postsecondary education and/or the workforce. Links to local educational institutions, the Department of Rehabilitation, and many other support service agencies for people with disabilities would be embedded into the interactive website.

Embedded Access to Student Services Including Counseling, Guidance, and Follow-up

In response to AB 1456 (2012 Student Success Act), SDCCD has recently implemented the Student Success and Support Program (SSSP) in every credit and non-credit institution within SDCCD. The plan includes access to assessment, orientation, student services, counseling, guidance, and follow-

up, as well as required educational plans to qualify for priority registration (priority registration on college side only).

In order to improve equal access to SSSP for adult students with disabilities, all student services staff would benefit from in-service training about how to provide effective accommodations for orientation, assessment, and educational plans. Provisions for accommodations would need to be in place for all student services activities, including additional time for assessments, access to American Sign Language interpreting services, information available in large print, etc.

Transition Strategies

Transition can only be successful if the tools to support student success are available. The ideal program focuses on supporting students as they plan their career paths. A comprehensive program that includes utilization of career assessment tools, career counseling, and required work experience would create the scaffolds needed to move students into successful long-term employment.

Key components of this program would include classes offered through the SDCE DSPS program and a work experience requirement. A certificate program consisting of a grouping of DSPS classes (for example: Occupational Opportunities, Personal Assessment, and Introduction to Computers) could be offered to students along with work experience opportunities to support their transition and employment. The availability of a certificate program such as this would allow students opportunities to ease into the transition process and build their educational and vocational skills.

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 3

Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

TABLE 3.1

[See Table in Appendix 3]

This comprehensive program area offers a several opportunities for transition:

1. Transition from K-12 Adult High School (SDUSD) to CE for Adult Basic Education
2. Transition from SDUSD to CE for Career Technical Programs (CTE)
3. Transition from CE (ESL) to CE (CTE)
4. Transition from CE to community college credit (SDCCD)
5. Transition from CE to workplace

While transitions represent opportunities for students, successful transitions entail movement from that which is familiar to that which is new. Adult learners especially benefit from careful guidance that acknowledges their achievements and builds on that success to ensure that the next milestone is within reach.

The overriding goal held by students enrolled in CTE programs is to enter a career with promise of family-sustaining wages and opportunities for growth. Since students who move between programs and/or institutions benefit from counseling, the need for enhanced counseling is consistent regardless of the transition that most directly affects individual students. Counseling for students, such as the following might occur in a group setting:

- counselor introduction to increase student comfort
- strategies to enhance life management, thus increase school attendance
- maintenance of emotional wellness, expectations, and goal completion
- seminars, both general and vocationally-specific to familiarize students with concrete steps to employment, including resume writing and interviews
- creation and implementation of exit counseling protocol to include certificate distribution, gathering of feedback, and referral to local staffing agencies and one-stop career centers

- implementation of “Career Day” at credit colleges to familiarize students with opportunities at three credit colleges

In addition to small group meetings, counselors must be fully prepared to meet with students individually to provide the following services:

- check-in appointments throughout vocational training to maintain focus on transition to workforce
- creation of individualized student plans that utilize resources within and outside the district
- exit counseling that includes referral to local staffing agencies and one-stop career centers

The responsibilities of counselors in this program area are broad. They require familiarity with the vocational course offerings available to students at SDUSD to enhance seamlessness of the transition to CE; they must become familiar with the ever-changing needs of the workforce to guide students in preparation for employment; they must maintain open communication with counselors in other program areas. These relationships are key to the ability to inform students about all career and postsecondary options available to them. In order to ensure that counselors are kept constantly abreast of the many options, the consortium plans to implement a regular program of professional development that will include these elements:

- team-building between counselors from all program areas within SDCE
- regularly scheduled (once-per-semester) workshops between counselors within consortium partners (SDUSD; SDCE; SDCCD) to build relationships, disseminate information, and share best practices
- enhanced communication between consortium counseling partners to include the creation, maintenance, and update of a website for counselors readily accessible to all consortium partners

Efforts to further strengthen transitions from SDUSD to SDCE include the following:

- alignment that fosters smooth pathway to program completion from CTE courses at the K-12 level to subsequent courses at SDCE
- employment of an outreach coordinator or faculty coordinator to maintain currency of new and emerging programs at the K-12 and SDCE levels
- marketing strategies that foster student awareness of possibility of completing a program series begun within K-12 to SDCE

Adult learners often face challenges beyond general difficulty in acquiring information furnished by a fully-informed counseling staff. A student who has successfully resolved issues of transportation, childcare, and other issues entailed in attendance at one site or in one program may upon transition confront new or unforeseen obstacles that complicate that transition. The consortium proposes these strategies to benefit student transition:

- partnership with outside agencies to provide low- or no-cost transportation, childcare, or financial services
- provision of scholarships for class books and supplies
- development of a peer mentoring program (sometimes referred to as peer navigator or peer ambassador) overseen by counseling services

Many of the above strategies require counseling staff time beyond that which is currently available to enable the provision of release time for counselors to conceptualize and plan the details of seminars conducted to increase counselor awareness of existing programs, including those that cross institutional boundaries and those designed to benefit students directly. The effectiveness of these programs depends on their careful design and thoughtful implementation, both of which require dedicated time and resources.

The ongoing effort to maintain currency and maximize the effectiveness of programs as well as the ability to track both student participation in the various programs and opportunities offered by counseling staff is key. In order to determine counselor perception of the relative benefits of opportunities for their professional growth, the following might be tracked:

- attendance at workshops and seminars
- satisfaction surveys following workshops and surveys
- visits to the consortium counseling website
- knowledge of articulation agreements
- participation at SDCE Board meetings

In addition, in order to assess the effectiveness of programs to promote transitions, the following might be tracked:

- number of student referrals to counseling staff
- number of counseling appointments specifically dedicated to issues related to student internal barriers, such as lack of self-confidence, fear of failure, etc.
- utilization of peer navigator program
- types and numbers of resources available to SDCE students from community partners

It is of utmost importance as the consortium moves forward in the effort to improve transitions for students into the workforce or post-secondary institutions that student progress is meticulously tracked. California Senate Bill 173 has mandated the establishment of a student tracking system to promote the ability to follow students as they move between and among programs and into the workforce or post-secondary educational settings. In addition, the recent WIOA authorization emphasizes the crucial relationship between adult education services and subsequent employment, particularly for our populations. Information about individual student progress as well as the progress about student cohorts will promote the continuous refinement of programs, and thus, benefit students. This process of refinement is ongoing, as the constitution of workforce and post-secondary readiness inevitably evolve and change over time.

Information tracked to inform evaluation of transition effectiveness for individual students to include:

- ratio of students who attend life skills seminars to student transition
- achievement for student recipients of scholarship funds
- numbers of SDUSD graduates who express interest in SDCE and CTE programs

Program Area Five

Programs for apprentices.

OBJECTIVE 3

Plans for parties that make up the consortium to integrate their existing programs and create seamless transitions into postsecondary education or the workforce.

(To Be Determined.)

REGIONAL COMPREHENSIVE PLAN OBJECTIVE FOUR

Plans to address the gaps identified pursuant to objectives (1) and (2).



4

Program Area One

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 4

Plans to address the gaps identified pursuant to objectives (1) and (2).

San Diego Unified Adult Education Program – Secondary Basic Skills

The Elementary and Secondary Basic Skills Work Group identified several areas of need for Program Area 1 as listed in Chapter 2 of this document. SDUSD Table 4.1 which follows provides detailed information for all categories requested. In the event that it is not feasible to address all areas of need with the funding received, identified needs/gaps were prioritized (although not part of this document) and will remain part of the SDUSD Adult Education 5-year plan, which is a living document that will continually change to meet the needs of the student population served.

[TABLE 4.1 SDUSD Adult Education Program](#)

[See Table in Appendix 4]

San Diego Continuing Education Non-Credit to Credit

[TABLE 4.1 SDCE and Non-Credit to Credit](#)

[See Table in Appendix 4]

SDCE to CREDIT Suggested Resolutions:

- Reexamine TABE. Make better use of locator. Determine an assessment that can be used in common by both SDUSD and SDCE.
- Create a system of communication between non-credit continuing education (CE) and credit colleges to help students transition from CE to college. Determine whether EOPS has such a bridging program in place. If so, make similar program available to all students.
- Continue to develop internally a consistent enrollment management system that operates at all sites.
- Improve assessment. Discuss criteria for qualification to ABE and ASE.
- Implement a regular system of communication between SDCE, SDCCD, and SDUSD.
- Provide childcare.

- Conduct a comprehensive review of all course offerings to determine current needs and update programs.

Assessment

A common assessment placement instrument, to be utilized at time of enrollment, as well as common assessment tools to assess course mastery at the completion of a course are needed. At present, the TABE (Forms 9 & 10) is utilized to determine appropriate placement in either the Basic Skills program or the high school diploma/GED program. However, agreed-upon standards (between programs) for the interpretation of TABE placement test results have not been established and are greatly needed to ensure continuity between programs.

Students who matriculate to the community college then take the ACCUPLACER, or a similar instrument, to indicate preparedness for college-level math, English, and reading. The increasingly prevalent need (more than 50%) for remediation in math, English, and reading among high school graduates entering the community colleges is an indication that more common course exit assessment tools are greatly needed to ensure student course mastery expectations are the same for students enrolled in either adult education program and that these expectations are consistent with the skills needed to successfully transition to post-secondary institutions, career pathways training, or the workforce. Further, successful bridge programs between adult education programs and post-secondary institutions that allow for a variety of entry points are greatly needed and will not only foster successful transition to these institutions but will also alleviate the need for students to expend valuable resources of both time and money (financial aid) in lengthy remedial course sequences upon enrollment in these institutions. Finally, it is clear that a system is needed to track the progress of students as they move from one institution to the next.

Communication

The adoption of a common testing placement procedure as well as common course completion assessment tools will be an outcome of improved channels of communication between programs and institutions. A need for ongoing communication in face-to-face meeting of all stakeholders in an atmosphere of mutual respect and trust will foster even greater collaboration and promote the ongoing sharing of expertise and resources, which will benefit all students.

Childcare and Enrollment Management

Available childcare has been identified as a priority to enable parents with young children to take advantage of the programs that are available to enhance their economic prospects. There is also the need to develop and maintain an enrollment management system that is consistent across sites.

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

OBJECTIVE 4

Plans to address the gaps identified pursuant to objectives (1) and (2).

TABLE 4.1

Plans to address the gaps identified for ESL students

[See Table in Appendix 4]

The gaps identified by the ESL/Citizenship Work Group fall into the following broad categories:

- Increase access to education
- Transition to credit courses and educational attainment
- Prepare students for career training and jobs
- Improve Assessments
- Support students' learning
- Develop customized curriculum
- Improve the use of technology

There is some overlap as many strategies to address these gaps could be listed under more than one gap. For example, all new course offerings require curriculum development, new assessments and professional development. Although the work group developed eighteen strategies to improve student learning and success, they have identified eight as “**High Priority Strategies**” which are key to helping second language students achieve their ultimate goals of attending college and/or completing vocational training and landing well paying jobs. **Further honing the priorities of the ESL Work group resulted in the three highest priorities.**

Increase Access

In order to accommodate ESL students who are unable to attend class during the traditional morning or evening class schedules, SDCE is considering new ways to increase class availability. The development of online or hybrid classes may enable students to pursue learning at non-traditional times and non-traditional locations. Collaboration with our consortium member San Diego Unified School District to co-locate ESL classes on the campuses of K-12 schools may benefit the parents of young children and others. This alleviates transportation issues for many adult students, as they are

able to walk to these sites. Additional barriers of child care may be overcome through this collaboration. Several years ago, the Community Based English Training Program (CBET) provided funding that enabled SDUSD and SDCCD to partner in offering Family Literacy/ ESL classes. These classes provided childcare and were conveniently located on elementary school campuses in the SDUSD. Since the termination of CBET funding, the need for an adult education Family Literacy/ ESL program that provides childcare has increased. In anticipation of future funding to establish a program to meet this need that has remained unmet since the termination of the CBET program, the ESL/Citizenship Work Group has obtained input from SDCCD and SDUSD students, faculty, staff, administration, and other stakeholders in the region to develop a program model that will best serve these students. Input is being sought with regard to locations of greatest need within the cluster model of the SDUSD, relevant curricula, student recruitment, student persistence, and the like. The goal is to retain aspects of the formerly successful CBET program while developing a model for a future program that will prepare this underserved student population to successfully transition to career pathways training opportunities or the workforce. **All three of the highest priority strategies involve improving access for students.**

Transition to credit courses and educational attainment

The addition of the Student Support and Success Program (SB 1456) to the non-credit arena in 2016-17 will greatly improve the success of ESL students in achieving their primary goals of finding employment, improving their job status or entering credit classes. In coordination with SSSP, ESL plans to expand its orientation to introduce career pathways and provide students with a realistic timeline and a clear pathway to reach their goals through the development of individualized Education Plans. Improved initial assessment and placement will ensure that ESL students maximize the use of their study time.

One unique idea that has arisen from collaborative discussions is the use of a “navigator” or mentor to support cohorts of students in a particular program. That person would help students deal with barriers and facilitate transition from ESL to ASE or CTE and ultimately to credit classes. Volunteer interns from San Diego State University provided through a cooperative initiative with the San Diego/Imperial County Community College Association might provide these support services to ESL students.

Prepare for career training and jobs

In addition to incorporating the College and Career Readiness standards into all ESL classes, the department plans other ways to support ESL students’ language learning while allowing them to train for vocations. The San Diego Workforce Investment Board recently informed the consortium of the

results of its study to identify five high-priority industries in San Diego that hire vocational training graduates with a high school diploma. The five local areas include Life Sciences, Health Care, Clean Energy, Information and Communication Technology, and Advanced Manufacturing. Currently, the CTE program at SDCE conducts classes in three of the five areas: Health Care, Information and Communication Technology and Advanced Manufacturing. Collaboration between the ESL program and the CTE program in these areas would better support the success of second language learners whose goal is to improve job prospects.

The following are “High Priority Strategies” to address the need to prepare second language students for successful workforce preparation. Pre-vocational ESL classes will be revised to include English for Careers, which teaches not only the language and basic skills needed in those industries, but also teach “soft” employability skills such as teamwork and communication. This program will also be expanded to include Beginning Pre-vocational ESL.

The highest priority strategy for ESL is to develop hybrid classes for Advanced Pre-vocational ESL. Not only will this improve access but it will also address preparation of second language students for employment through improvement of their use of technology.

Expanding a current VESL pilot with Auto Tech and a well established VESL for the Personal Care Assistant class to other vocational clusters in a modified I-BEST format will allow ESL students to progress toward their vocational goals while improving their language and basic skills in a contextualized way. SDCE CTE staff have already identified heavy voc, allied health, culinary arts, fashion, and parent ed as programs in which the language and literacy demands are higher than the skills usually possessed by applicants.

Improve Assessment

All programs express the need to improve assessment practices through the use of multiple measures. The need for accurate placement of students in I-BEST or CTE classes raises the issue of finding (or developing) tests that measure the specific skills that are prerequisite to the course work to use in conjunction with standardized tests of language, reading and math ability.

SDCE currently offers a test-prep course to help students understand the importance of the ACCUPLACER and earn scores that are adequate to enroll in credit courses. All ESL students need to understand the importance of taking this prep course.

Another concern is the need to develop assessments for online and hybrid learning and for those courses in which ESL faculty and CTE faculty collaborate. Balancing the use of teacher-made assessments and those such as CASAS that funding sources allow is an area for discussion.

Support services for students

Adult students are continually balancing their personal lives, jobs and educations. Despite offering online and hybrid classes to assist them, there is still a need for tutoring centers and childcare at the major sites. One “High Priority Strategy” is the development of drop-in tutoring centers at major sites where students from both SDCE and SDCCD adult education could receive learning assistance in a supportive atmosphere.

Develop Customized Curriculum

As the economy, technology and employment patterns change, there is a need to customize ESL curriculum. The College and Career Readiness standards must be infused into curriculum. Online and hybrid delivery systems necessitate modification of curriculum. The importance of infusing more writing instruction at all levels of ESL cannot be overemphasized as writing is a primary workplace skill. The need to infuse digital media literacy into all levels of ESL is vital to the success of ESL learners in transitioning to credit classes, CTE classes and the workforce. The need for inter-agency and intra-agency curriculum collaboration is critical.

Improved Use of Technology

The technology infrastructure at all sites must be improved to meet 21st century standards. A student data management system that allows automatic collection of attendance, student grades, level completion, certificates awarded, transition between programs and job attainment is an immediate necessity. Professional development for faculty in the use of technology is crucial. This, in turn, benefits the ability of faculty to provide the digital media literacy experience that adult students need for college and/or workforce success.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 4

Plans to address the gaps identified pursuant to objectives (1) and (2).

TABLE 4.1

Adults with disabilities.

[See Table in Appendix 4]

- Increased offerings for all students, including Career Development and College Preparation (CDCP) certificate programs offered to students with disabilities
- Offer CE DSPS classes on Miramar College Campus, allowing more students access to DSPS classes in the area north of I-8 freeway
- Partner with SD Unified to use their facilities (Welding, Auto Tech) to have additional CTE offerings for adults in the evening when the facilities are not in use by high school students
- Short-term certificates available for students looking for entry-level work (for example, instead of the full culinary certificate, just offer one or two culinary classes for an entry level job in the food service field)
- Increased resource support for all campuses and programs which will increase completion rates and lead to higher employment rates
- Full time DSPS counselor at every campus to support students daily in and outside of class
- Tutoring/High Tech center (preferably two for six campuses) staffed by a resource specialist for students to get resource and instructional support for any classes they are struggling with
- Identified spaces at every campus for DSPS classes and programs
- Direct instruction for business and computer classes (formal classes that earn program certificates) specifically for DSPS students
- Development of DSPS vocational certificate program preparing students specifically for employment
- Educational coaches to support students with disabilities for internship and volunteer opportunities in the community (in partnership with the DSPS vocational certificate program)
- Short-term entrepreneurial vocational programs: Small business development program for students with disabilities. Instructor would have hours to teach class and also work individually with students on business plans and all prep for individual small business start-ups
- Offer a beginning literacy class, with direct reading instruction
- Adopt a uniform reading curriculum across the SDUSD/SDCE institutions grades 1-6 which includes decoding, comprehension, fluency and vocabulary

- Continue regular meetings for SDUSD special education/TRACE and SDCCD DSPS for ongoing collaboration, best practices, and facilitation of student transition
- Collaboration and partnership of SDUSD Traumatic Brain Injury (TBI) program and SDCCD Acquired Brain Injury (ABI) program ongoing collaboration, best practices, and facilitation of student transition
- Provide ESL classes for DSPS students
- Implement additional HSE testing options
- Establish health centers/mental health centers at SDCE campuses partnering with community mental health agencies to provide on-campus services to students
- Write curriculum for a variety of online classes and begin offering DSPS classes online.
- Implement short-term courses for college placement test prep for DSPS students.
- Implement formalized outreach from both SDCCD colleges and SDCE DSPS to SDUSD special education students via tours, presentations and orientations.
- Collaboration of SDUSD and SDCE instructional staff to work on streamlining curriculum
- Collaboration with San Diego Regional Center for better provision of programs and services to students with intellectual disabilities

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 4

Plans to address the gaps identified pursuant to objectives (1) and (2).

San Diego Continuing Education Non-Credit

TABLE 4.1 – SDCE Non-Credit

Short-term career technical education programs with high employment potential.

[See Table in Appendix 4]

The gaps for CTE fall into five basic categories, although some gaps fall into more than one of these categories. Those categories include: access, curriculum, student support, career preparation, and transition.

Access is a broad category that encompasses difficulty with website navigation to infrastructure issues such as a lack of sufficient classrooms and parking. Those students who prefer to go online to obtain information such as: various CTE programs offered, the enrollment process, employment potential of programs under consideration, and course descriptions, are challenged because the website is not easily navigable. To increase access, it is imperative that SDCE hire a staff member who is skilled at website development, can link data obtained through the improved website to SDCE's student tracking system, and who possesses the capability to create videos which will be closed-captioned. At the same time, SDCE would benefit from dedicated staff to increase and update promotional materials for distribution to high school students through email, print, and social media. A robust marketing campaign might also include a community liaison to distribute press releases and attend outreach events, such as job fairs and high school career nights.

Curriculum is another area that must be addressed in order to close current gaps that negatively impact CTE programs. Since it is increasingly common that students request to complete at least portions of their education online, our lack of robust online course options represents a serious gap. This could be closed by faculty who possess the credentials to teach online and with the expertise to design online courses and develop online course materials. Since our CTE programs are geared toward industries with high employment potential, it is especially important that our online curriculum is aligned with industry standards, reviewed and updated regularly. Professional development is also a key to expand the number of faculty in the delivery of online instruction. This might entail release time for current faculty, both for converting classroom materials to an online platform as well as obtaining online teaching certification.

A major challenge for CTE-oriented programs is to ensure that all aspects of our CTE programs (tools, technology, curriculum, etc.) remain current and reflect industry standards. Growing dependence on technology has resulted in rapid, constant change in all industries, including those that figure prominently at SDCE. As industry standards change, it is imperative that our curricula keep pace with those changes to enable our students to find employment with family-sustaining wages. We need systems in place to provide faculty the time necessary to update curricula and develop new course materials.

Another concern is students who are not yet academically prepared to meet the demands of CTE programs or employment. These students require pre-vocational study and lessons in basic skills (math, reading, English) before they are prepared to enter a full CTE certificate program. Ideally, SDCE instructors will develop dual instruction or shared instruction time within the classrooms based on the I-Best model. This model, in which a basic skills and CTE instructor collaborate to develop programs that contextualize basic skills instruction in CTE curricula has been introduced in a few of our CTE programs. While the expense of two teachers may appear excessive, the I-BEST model has been shown to improve student employment outcomes, thus justifying the additional expense.

In addition, another curricular issue is that soft skills and job readiness are not currently incorporated, which hinders students' level of preparedness to transition to the workforce. The soft skills that employers have requested are incorporated into current and new curriculum including: communication skills, team work, punctuality, customer service, and strong work ethic. We have received feedback from our industry advisory board members that students also need job readiness skills, which includes a knowledge of career options within their industry, resume and interview preparation, and strategies to develop a professional presence. Strategies to integrate soft skills curricula will vary with individual needs of each CTE program; however one of the following four strategies will be used:

1. Update all course curricula to include an average of 5 hours of soft skills training over the course of the semester equivalent to 15 minutes per week additional instructional hours allocated to course.
2. Update one course curriculum within each vocational program pathway to include 10 hours of soft skills training over the course of the semester equivalent to 30 minutes per week additional instructional hours allocated to the course.
3. Develop a new course focusing solely on soft skills that is offered within multiple departments (ie. voc, allied, culinary, fashion, parent ed, etc.) that is integrated into the certificate requirements for each program.

4. Develop a new cross-discipline course focusing solely on soft skills (under an agreed upon department) that is integrated into the certificate requirements for each program.

Student support is a broad area of need within CTE. Our programs attract many more students than we can accommodate with our current level of faculty and instructional assistants, since large class sizes increase safety concerns. The need for instructional assistants for heavy voc programs with specialized safety concerns, such as auto tech, auto body, welding, and commercial press is especially noteworthy. Another faculty-related gap is that for two of our emerging high-demand programs--Energy Efficiency Program and HVAC--it is challenging to find faculty with the needed specific expertise and training. In addition, student success will improve with increased access to computer classrooms and up-to-date computers for all CTE programs.

Additional counseling resources at each of the SDCD campuses would improve student ability to navigate educational options. The training of classified staff to ensure that they are knowledgeable about the programs available would also have a positive effect on closing this gap since staff interacts regularly with students. It is suggested that staff receive professional development in high-level customer service to maximize their effectiveness.

Since students often lack knowledge about the practical steps needed to engage in a job search, those soft skills might be integrated into the general CTE curriculum to enhance our students' competitive advantage in the job market.

This process also highlights the high priority of continuing to cultivate SDCE's connection with industry partners and SDUSD. This is sometimes overlooked in the urgency to provide top-tier career-tech training in the individual programs. These connections promote job opportunities for our students as they complete their job training. This can be accomplished by the expansion of advisory boards to include more representatives from local industry and a community liaison to promote relationships with community partners. Faculty who are granted release time specifically for this purpose might assume some of these duties. Improved communication with community partners also promotes the integration of industry skills into classroom activities and curricula as partners become increasingly familiar with each other's programs.

Since students enter CTE programs with the intention of future employment, career preparation is a crucial element at SDCE and one in which several gaps have been identified. One gap results from the substantial expense involved in the ongoing update of equipment to ensure that students receive training on the latest industry equipment, machinery, and computer software. Our Interactive Media Certificate program (part of the BIT program) is one example. The current software is being replaced with cloud-based per-seat subscription software, which coincides with a large growth in demand for

the program. In order to maintain current offerings and continue to grow this robust program, an ongoing source of funding is needed to ensure the programs' continuation and manage the per-seat subscription Adobe Creative Suite. As further illustration of this gap, BIT is contending with the following challenges: expired warranties on office skills lab computers, one idle CISCO lab due to outdated curriculum; multi-media labs with outdated software; and ongoing need for maintenance of computer lab equipment.

The expense of supplying students with consumables and supplies is also problematic. This gap might be addressed by working to identify outside funding sources (grants) and by allocating Perkins funds specifically to equipment. It might be worthwhile to invest in a dedicated grant writer for this purpose, as updating, and maintaining equipment and providing supplies to students in training represent ongoing expenses.

With improved access, updated curricula and equipment, enhanced student support in all areas, and career preparation that helps students gain this competitive advantage, the final category that requires attention in this process is transition. There are several aspects to transition. One crucial gap is our inability to track students from the time they enter CTE until they leave. At present SDCE lacks a unified system of student tracking capable of following students across and between the campuses from enrollment, through orientation, completion of a CTE program, and on to either job placement or enrollment in a credit college program. A system capable of tracking attendance and individual student employment goals that is managed by trained personnel would benefit individual students and the program as a whole. It would be particularly effective if this tracking information could be shared between SDCE, SD Workforce Partnership, other community partners, and SDCCD.

Student transition is also negatively impacted by the lack of sufficient counseling staff available to provide students with comprehensive information about the educational opportunities available to them, both within CTE and with the credit colleges. Some of these gaps will be partially filled as the requirements of AB 1456 and SSSP are implemented, but improved communication pathways between the faculty, staff, and counseling personnel of CE and the credit colleges must assume priority status. Student transition will also improve as we dedicate more staff hours to developing relationships with credit colleges to renew current and create new articulation agreements.

A final student transition is the needs of students who are interested in entrepreneurial ventures upon completing their program. SDCE students have completed CTE programs and opened their own businesses in Graphics, Auto Body, Auto Upholstery, Culinary Arts, and Fashion programs. However, we currently do not offer classes that provide students with the tools to start their own business.

In summary, three new positions would benefit the CTE programs overall and ensure that it remains a valuable community resource that continues to bring together well-trained students and local industries that seek a source of employees with specialized skills.

- a full-time researcher to continuously assess progress, extrapolate, process, report out on the metrics needed to measure progress in addition to making recommendations.
- a grant writer charged specifically with seeking funding sources for innovative programs and writing grants to fund pilot programs, curriculum development, guest speaker honorariums, student internships, community events and open houses, and increased collaboration with community and businesses. The grant writer would maintain relationships with foundation boards to provide increased student opportunities for scholarships and focus on current industry trends (i.e. Doing What Matters).
- a Community Liaison to represent CE at job fairs, professional association meetings, manage social media, and conduct outreach to related businesses (that match our programs). The community liaison would promote our students' skill sets to businesses for recruitment and employment. Career counseling and job placement is critical in the business and technology fields. Given that we are a skills-based program, an individual specifically tasked with the preparation of students to obtain work and provide opportunities would complete the process.

Implementation Plans

GAP:

"Students do not learn the most current industry knowledge and skills."

SDCE's strategic solutions include updating and developing the following courses and programs:

Allied Health Strategic Solution #1: revise course outlines for Medical Front Office 1 and Medical Front Office 2 within new Medical Front Office Program and submit these new courses for state approval.

Action items for this curriculum development project are as follows:

- Refine/align course outlines
- Create program justification and description
- Present recommendations for software products for entry level tasks including:
 - General reception-scheduling, message taking, answering the phone and taking messages.

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- Insurance plans- verification and basic understanding
- Data entry-client history
- Billing and coding- basic understanding
- Identify/recommend textbooks and skill application role plays
- Create program orientation including career opportunities and pathways
- Develop list of recommended advisory members and draft letter requesting their participation on an advisory team for program development
- Create a list of potential employers for our program completers including common job titles and labor market information

Allied Health’s Strategic Solution #2: Nurse Assistant Acute Care Program received approval from the State, however structure, systems, professional development, and community connections are needed to implement the launch of this program into its devoted classroom at the Campus of Excellence for Healthcare Career Training. Actions needed are as follows:

- Join, collaborate, and participate in San Diego Nursing and Allied Health Education Consortium which includes training on website applications, paperwork, etc.
- Provide professional development for faculty to accurately submit required electronic requests for clinical rotations
- Interface with clinical partners, build rapport, and create contracts with hospitals and other acute care facilities
- Establish and disseminate program entrance criteria which involves creating a system to conduct required background checks on students and establishing a vaccination verification and tracking system for our students.

Business Information Technology Strategic Solution #1: update curriculum by creating blackboard shells for the following courses: Business Math 1, Business Math 2, Business Communication 1, Business Communication 2 – Priority, Office skills Laboratory, Keyboarding, Micro Computer Basics, Word Processing, Beginning (Word), Spreadsheets, Beginning (Excel), Survey of Business Software, Accounting (Beginning), Accounting (Intermediate), Computerized Accounting, Spreadsheets, Advanced (Excel), Word Processing Advanced (Word), Computer Presentations (Power Point), Database, Beginning (Access), and Internet Basics.

Business Information Technology Strategic Solution #2: establish the following new courses to be incorporated into their existing Front Desk/Office Assistant Program: Microsoft Outlook (35 hours of course instruction with creation of articulation agreement), Information systems- Basics (90 hours

of course instruction), and Human Relations/Customer Service (90 hours of course instruction). Additionally, BIT recognizes the need for major course revision within Micro Computer Basics and Office Skills Laboratory.

Fashion Strategic Solution #1 dedicate a minimum of 120 curriculum development hours to establishment of a new Costume Business Technician Program to include the following courses: Costume Apparel Construction Class (6 week course with 25 instructional hours), Costume Business (6 week course with 25 instructional 25 per week), Textiles and Textile Surface Design for Costume Business (6 week course with 25 instructional hours per week), Costume Crafting (6 week course with 30 instructional hours per week), Fundamentals of Costumes (6 week course with 25 instructional hours per week), and a Workplace Preparation Course.

Fashion Strategic Solution #2: dedicate a minimum of 100 curriculum development hours to establishment of a new Fashion Retail Business Program to includes the following 6-week courses with 25 instructional hours per week per course: Introduction to Fashion Careers, Fashion History Basics, Fashion Selling and Marketing, Textiles for the Merchandiser, and a Workplace Preparation Course.

Fashion Strategic Solution #3: dedicate a minimum of 50 curriculum-development hours to establishment of a new Patternmaking Program to include the following 18-week courses with 5 instructional hours per week per course: Patternmaking and Fit Course I and Patternmaking and Fit Course II.

Fashion Strategic Solution #4: dedicate a minimum of 50 curriculum-development hours to establishment of a revised Clothing Construction and Sewn Product Business programs by integrating new courses that align with current industry knowledge and skills.

Food and Nutrition Strategic Solution #1: dedicate a minimum of 50 curriculum-development hours to establishment of a new Culinary Entrepreneurship Program to include the following 9-week courses with 12 instructional hours per week per course: Introduction to Culinary Careers and Culinary Business Basics.

Food and Nutrition Strategic Solution #2: research and create a new Serve Safe Course/ Food Handlers course to be a 4- to 6-week course with the potential of beginning level or advanced level curriculum in food safety and sanitation.

Heavy Vocational Training Strategic Solution #1: update curriculum for the following courses: Plumbing 1, Plumbing 2, Plumbing 3, Welding: MIG, Welding: FACW/GMAW, Welding: Pipe, and Weatherization.

Heavy Vocational Training Strategic Solution #2: collaborate with industry leaders to develop new energy efficiency courses and update current green course curriculum to be integrated into multiple HVAC courses.

Additionally, professional development involving attendance at community partner workshops will be utilized as a strategic solution for all CTE programs.

GAP:

"Students have limited access to courses when we do not offer an online option."

SDCE's strategic solutions include establishing the following new Parent Education courses: Family Home Day Care Training Course (fully online course developed from the partially online course already in existence) and Foster Care Training Course (partially online).

GAP:

"Student's access and success is limited by impacted programs and courses due to student demand and advancement in industry."

SDCE's strategic solutions include the following:

Allied Health Strategic Solution #1: obtain and analyze labor market data to determine viability of programs containing entry-level curriculum for the following careers: Healthcare Interpreter, Telecase management- Outpatient Management, School Nurse Technician, Unit Coordinator in healthcare setting, Medical Terminology, and Psychiatric Aide.

Upon establishing a demand for a vocational training course for an above mentioned career, curriculum development would ensue.

Allied Health Strategic Solution #2: increase efficacy of programs by creating SLOs for the following existing programs/courses: Nurse Assistant Rehabilitative Program, Restorative Nurse Assistant Course, Personal Care Assistant/Caregiver Program, Personal and Home Care Aide Course, and Health Care Careers Course.

Business Information Technology Strategic Solution: develop a new Small Business Entrepreneurial Program.

Food and Nutrition Strategic Solution: analyze, revise, and develop curriculum for the Food Preparation for the Health Care Professional through the collaboration of five instructors over four two-hour meetings.

Heavy Vocational Training Strategic Solution: faculty assessments of the needs, short falls, and basic skills knowledge of the Welding and Auto Tech student population before revising the curriculum accordingly.

Parent Education Strategic Solution: collaborate with community leaders and providers within the foster care network to update Foster Care Training's state-approved vocational education course curriculum with advances in industry and regulation modifications.

GAP

"Students who need remedial skills (math and English) and have less academic preparation are not prepared for CTE programs and/or employment."

SDCE's strategic solutions include the following:

Food and Nutrition Strategic Solution: analyze the needs of student population before integrating contextualized curriculum into Math for Food and Nutrition/Culinary Arts and I-BEST Model Courses for Food and Nutrition. New curriculum will be developed in the form of lesson plans that link math instruction to existing Culinary Arts curriculum.

Heavy Vocational Training Strategic Solution: develop a Service Writer Course and an Industrial Math course for Auto tech. Additionally, develop new curriculum in the form of lesson plans that link math instruction to existing Auto Tech and Welding curriculum.

Parent Education Strategic Solution: collaborate with the ESL department to create contextualized curriculum to assist in transition and success for CTE students. Dual enrollment in both Parent Education's Family Home Day Care Training course and ESL's Advanced Pre-Vocational ESL will be encouraged.

GAP:

"Students lack soft skills/job readiness training that is requested by employers."

In addition to delivering overarching soft skills content through one of the four aforementioned options, individualized curriculum and delivery methods/systems will focus on the unique needs of each CTE program. For example, health care settings require sensitivity training best disseminated through role plays and interactive lessons.

Program Area Five

Programs for apprentices.

OBJECTIVE 4

Plans to address the gaps identified pursuant to objectives (1) and (2).

TABLE .4.1

Programs for apprentices.

To be accepted in the San Diego Associated Builders and Contractors (ABC) Apprenticeship Program, applicants must:

1. pass a written basic reading and math (algebra level) test
2. be interviewed by the apprenticeship committee
3. successfully complete a drug screening test
4. pass color vision screening for the electrical and electronic systems tech trades

Adult education providers can assist students with the first item above and there are additional gaps to be addressed for the AB 86 report. (See Table 4.1)

REGIONAL COMPREHENSIVE PLAN OBJECTIVE FIVE

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

5

Program Area One

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

TABLE 5.1

[See Table in Appendix 5]

Once students decide to pursue adult education - whether the goal is to attain the skills needed to progress to postsecondary education or to gain career-technical training and earn certificates or degrees, it is imperative that their experience in the classroom promote those goals efficiently. The combined resources that comprise program area one, including SDUSD, SDCE, and SDCCD assume the responsibility of applying research-based pedagogy - and androgogy - to facilitate learning in the following ways:

- **Devise and develop quality integrated adult education and professional and technical goals and outcomes. This effort will entail the following:**
 - resources for developing integrated outcomes
 - a clearly articulated mission based on a philosophy and vision shared by all partners
 - clearly articulated goals and objectives established for all developmental courses and programs
 - the creation of integrated learning outcomes
- **Resources needed to accomplish the above goals:**
 - state college and career readiness standards (CCR)
 - skill standards for the identified professional and technical program as well as certification standards associated with specific professional and technical programs
 - faculty, administrators, and staff to participate in the planning process
- **Methods to Assess Outcomes:**
 - identify academic entry levels, tests, and/or certifications as well as other experience and skills to ensure student readiness to proceed to the next level of each program or to progress to postsecondary education or the workforce.

- more comprehensive use of CASAS
- In an effort to improve student experience in community college following participation in basic skills, identify strengths and weaknesses of current basic skills program offerings.
- **Timeline**
 - Due to the urgency of these proposals, the timeline has been determined as “earliest possible date.”
- **Program requirements that will facilitate acceleration of student progress**
 - Administrators and faculty from pre-college education and workforce education will contribute as equal partners in creating and providing a joint program of instruction.
 - Educational offerings will include joint planning and delivery of instruction that incorporates collaboration between pre-college and professional-technical faculty as equal partners, which will promote both pre-college and workforce skills gains.
 - Student progress will be evaluated cooperatively by professional-technical and pre-college faculty.
 - Program effectiveness will be evaluated cooperatively by professional-technical and pre-college faculty.
 - Team-taught classes will include a minimum 50% instructional overlap.
- **Resources needed:**
 - all faculty, staff, and administrators in SDUSD, SDCE, and SDCCD
- **Methods to Assess Outcomes**
 - Student progress and program effectiveness will be evaluated jointly by all involved faculty and administrators in pre-college and professional-technical areas.
 - CASAS, the standardized measure used statewide to assess ABE and ESL students will be administered as a pre-test.
- **Timeline:**
 - earliest possible
- **Program Proposals to Accelerate Student Progress**
 - clearly identified pathway(s) with multiple access points, noting employment preparedness, for students, including a separate pathway diagram
 - integrated professional-technical and pre-college learning outcomes
 - integrated teaching strategies
 - student success and transition strategies
 - partner involvement
- **Resources needed:**
 - faculty, staff, and administrators in SDUSD, SDCE, and SDCCD
- **Methods to Assess Outcomes**
 - CASAS, the standardized measure used statewide to assess ABE and ESL students to be administered as a pre-test

- **Timeline**
 - earliest possible date
- **Program Models to Accelerate Student Progress**
 - I-BEST model programs that include college-level professional-technical credits required of all students in a selected program and are part of a career pathway
 - qualification of students for federally-funded financial aid that applies to basic skills education
 - CASAS pretests of all students
 - joint instruction by a basic skills instructor and an instructor from the professional-technical program with at least 50% overlap in instructional time
 - faculty to develop integrated program outcomes, jointly plan curricula
 - programs must appear on the demand list for the local area and meet minimum wage requirements
- **Resources needed:**
 - faculty, administrators and staff of SDUSD, SDCE, and SDCCD
- **Methods to Assess Outcomes:**
 - Crucial that faculty from all members of consortium jointly develop integrated program outcomes, plan curricula, and jointly assess student learning and skill development.
 - CASAS post-test
- **Timeline**
 - earliest possible date
- **Plan to Include all Consortium Members and Campuses**
 - Begin with faculty optimistic about the potential of the model.
 - Create and promote a supportive structure in which to develop and implement a new program.
 - Ensure that campus leaders are actively supportive.
 - Include faculty, administrators, and staff in the planning process.
 - Develop clear relationships with all stakeholders; define roles and responsibilities clearly with all stakeholders, including instruction (both workforce and adult basic education), student services, human resources, business services, registrar, and finance (since the success of accelerated, integrated, and contextualized programs affect many aspects of the college).
 - Develop clear and regular processes for communication.
- Ensure that faculty are cross-educated about the culture, norms, and values of disciplines outside their own.
- **Resources needed:**
 - faculty, administrators and staff of SDUSD, SDCE, and SDCCD
- **Methods to Assess Outcomes**

- Track numbers of students who earn workforce certificates (credentials) as well as others who attain (non-credential) skill levels as recognized by the institution as a completion point. An exit point is a stopping out point for training directly tied to employment.
 - college level credits
 - total credits attempted
 - total credits earned
 - total college-level credits attempted
 - total college-level credits earned
 - adult basic education levels and skills gains
 - number of GEDs or high school diplomas earned
 - program student grade point averages
- **Timeline**
 - earliest possible date

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

OBJECTIVE 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

TABLE 5.1

[See Table in Appendix 5]

Acceleration of Student Learning and Progress for ESL students

ESL students arrive at San Diego Community College non-credit classes with many and varied personal goals. However, one major goal students report is to learn enough English to attend Career/Technical Education (CTE) classes and to enter the workforce. Another major goal for some students is to improve their English enough to enable them to attend credit college classes with the plan to eventually receive a degree.

One approach to accelerating students to reach these goals is to offer more Managed Enrollment ESL classes as an alternative to Open Entry classes. San Diego Community College CE has had success with Managed Enrollment classes at the Mid-City and Mesa campuses and believes that expanding those classes to other sites would accelerate students through ESL so that they are able to move into college-credit classes. Managed Enrollment classes have strict attendance policies but are scheduled on six or nine week cycles rather than on a semester schedule. Attendance hours and persistence of students have proven greater than in open entry classes. From 2008 through 2012, the average attendance rate in managed enrollment classes was 44%, while the average attendance rate in open entry classes was 32%. (SDCE ESL Student Attendance Patterns Report, October 2013, prepared by the Office of Institutional Research and Planning)

The key to transforming more time-on-task into greater learning gains is customized curriculum. It is possible to incorporate different learning strategies and project-based learning into classes in which regular attendance is required. The instructor is able to offer lessons that progress over time rather than having to consider each day as a stand-alone lesson. Also the class would have more an academic focus than a life-skill focus. Academic writing is taught in managed enrollment classes with writing portfolios required. It is possible to assign homework and expect students to participate in

project-based learning activities. Managed enrollment classes are particularly useful to students whose goals are to progress to credit college classes or to vocational training classes as the requirements mimic those of credit and vocational classes.

In order for Managed Enrollment classes to work as well as possible,, institutional change is required. Collaboration with counselors is critical. Students need to know about the class content as well as understand the time demands of the class and the advantages of attending regularly to accelerate their progress. Counselors need to market the classes to the appropriate students based on interviews and assessments. Students should be encouraged to take the Accuplacer Prep Class so that they understand the high stakes that the placement tests represent and are prepared to devote their best effort. ESL teachers need professional development focused on academic standards, learning strategies and project-based learning. They also need paid time to develop curriculum, evaluate student writing and meet with Managed Enrollment ESL teachers from other sites as a Professional Learning Community.

Determining the success of Managed Enrollment classes requires following students over time to document how quickly they progress through the various levels of ESL and what transitions they make: to college classes, to CTE, to well-paying jobs, etc. This follow-up can be challenging due to the transience of ESL students. There is a need for a software program to collect this data as well as system-wide belief in the importance of accurate data.

Many ESL students have the long-term goal of well-paying employment to support their families. They need to learn enough (and job-specific) English to be successful in CTE classes. One strategy that is currently used on a small scale in SDCE is pre-vocational ESL and vocational ESL classes (VESL). These classes could be revised and expanded to address more vocational clusters at all sites and to be available to ESL students at the Beginning and Intermediate levels. They would be renamed English-for-Careers.

Collaboration between specific ESL teachers and specific career specialists is critical to the success of these classes. The ESL teacher and career specialist need paid time to jointly develop curriculum, plan teaching strategies and develop timelines. The role of the counselor here is crucial. Students need to have a clear understanding of the vocational area of interest, the level of English attainment needed to be successful in the vocational class as well as in the workforce, and the time demands of this career preparation. Accurate assessment of the entering English level of each student is key to proper placement.

SDCE leaders are well aware of the success of the I-BEST model in the state of Washington. The I-BEST approach creates classroom teams of ESL, ABE, and CTE teachers who co-teach an

integrated course that combines language and vocational skills training. Results from demonstration projects indicate that I-BEST students earned five times more college credits and were 15 times more likely to complete workforce training than a control group of similar ESL students in traditional programs during the same period of time. The I-BEST model is expensive: two instructors in every classroom, support such as advising, tutoring, mentoring, and the elimination of some obstacles faced by students including childcare and transportation. The presidents of the Washington colleges involved in the I-BEST study have approved an enhanced FTE model wherein the colleges will “generate 1.75 FTE for I-BEST classes within the college’s current state FTE allocation.”

In the last four years, SDCE has integrated the I-BEST model of instruction for the Personal Care Assistant VESL course, which prepares learners for the CNA program or for jobs as personal care assistants. According to this model, ESL and vocational skills are taught concurrently in the same classroom with two instructors, an ESL instructor and a nurse. The VESL instructor teaches 15 hours a week and the nursing instructor overlaps for 9 of those hours.

The ESL Department of the SDCE proposes a modified I-BEST model. Teachers qualified to teach Intermediate and Advanced ESL as well as Adult Basic Education (math as well as language) would be paired with a specific career education teacher. Each would be assigned a class of students who would divide time between ESL/ABE and CTE. The teachers would collaborate and closely coordinate their instruction and evaluation. All language and basic skills would be contextualized with CTE curricula.

The duration of the CTE classes would drive the scheduling, and the language and basic skills prerequisites of the CTE program would determine the language and basic skill levels needed for entry into the program. Both ESL/ABE teachers and career technical teachers would need time to plan the curriculum and build in rigorous assessment. Counselors’ role in coordinating the student support services and tracking student progress and transitions would be critical to the success of the project. Students themselves as members of a learning community or cohort would contribute to the success of the project by informally supporting each others’ learning and continued participation.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career-technical education, and other joint programming strategies between adult education and career technical education.

TABLE 5.1

[See Table in Appendix 5]

Employing Approaches to accelerate a student's progress:

The consortium recognizes the existing approaches within SDCE that have proven effective while also recognizing the need to scale these resources. This includes services and use of facilities and technology. The following recommendations build and expand upon what is currently utilized and in place.

Increased Provision of In-Classroom Support:

The DSPS department for SDCE provides ancillary academic support to students with disabilities in non-DSPS (mainstream) classrooms, known as "Resource." Experienced learning or academic specialists provide small group and/or individualized instructional support to adult learners with disabilities. The provision of this service has proven very effective in supporting DSPS students, resulting in accelerating the transition to higher-level classes and/or college and increasing the number of graduates earning their high school diploma or equivalent.

Currently, due to limited staffing and funds, Resource is provided on a limited basis and available only to students participating in daytime Adult Secondary Education (ASE) courses. One recommendation for an effective use of AB 86 funds would be expansion of Resource services to students with disabilities who are participating in Vocational/ Career-Technical training programs. By building on this model of service provision, the number of students with access to individualized support would increase. This would result in an increase in the overall number of certificates earned and contribute to the preparation of workers entering or returning to the local workforce.

Increased Provision of DSPS Counseling:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, SDCE offers DSPS counseling services to students with disabilities who participate in ASE, Career-Technical programs, and/or ESL/Citizenship. Each of these programs has evening offerings and

multiple sites. Currently, evening counseling support is loosely covered across the 7-campus within SDCE, resulting in a large underserved population of students with disabilities. Increasing the counseling staff would enable more students to gain access to disability-related services, resources, and accommodations.

Hire Faculty to Maximize Use of High Tech Centers:

SDCE has two state-of-the art High Tech Centers (HTCs), which provide learning access through the use of specialized computers, adaptive equipment, and assistive technology. Consistent use of these accessible software programs promotes a significant increase in learning outcomes, resulting in increased numbers of students comp of these centers is limited to classroom instruction time only. The recommendation would be to hire more faculty to staff the HTCs so that more students have access to these beneficial resources.

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

TABLE 5.1

[See Table in Appendix 5]

There are several approaches that have been used to accelerate a Career Technical Education (CTE) student's progress towards achieving their academic or career goal.

I-BEST MODEL: As part of the ongoing effort to incorporate innovative approaches to remedial classes, SDCE integrated the highly successful I-Best Model into two CTE programs, Certified Nursing Assistant (CNA) and Welding. However, due to limited funding the I-BEST model was not continued. One of the drivers of using the I-BEST model for the CNA program was to better prepare student to pass the Test of Essential Academic Skills (TEAS) exam, which is one of the prerequisites to enter a nursing program at a community college, a common transition students make upon completing our CNA program.

I-BEST challenges the traditional notion that students must complete basic education before embarking upon a job-training program. The core feature of I-BEST is the pairing of two instructors in the classroom: one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language, which is contextualized to the student's specific job-training area. This arrangement enables students to move more efficiently through school and into the workforce. As students progress through the program, they learn reading, math, writing and/or English language in the context of the job-training portion of the curriculum.

Although the original I-BEST model relies on 100% overlap in co-teaching, the recent SDCE pilots have experimented with a cost-savings of 50% to 75% overlap in instruction for both the CNA and Welding programs. Quality of instruction improves as two teachers shares pedagogies across disciplines (namely: contextualization and shared classroom authority). In addition, quality and pace of learning increases as students demonstrated significant academic and vocational gains through these real-world, contextualized lessons. The design of our I-BEST pilots in the CNA and Welding programs were customized in terms of academic time and hands-on learning. For example, in the

CNA course, the ABE faculty worked with small groups of students on math problems while other students practiced their clinical lessons on the other side of the classroom. Whereas, students in the welding program were pulled away from the shop floor to another classroom to work on math problems. This scenario is effective for the heavy vocational programs where safety is a primary concern. The I-BEST model is an effective approach for our student population, many who need to catch up in their basic skills. Our program was recognized by CALPRO as a successful I-BEST model in California.

CONTEXTUALIZED VESL/VABE FOR CTE COURSES:

SDCE has recently completed a pilot program through a community collaboration grant. The goal of the program was: 1) employ placement tests to determine student preparedness levels in math and English before they enter career tech programs and 2) develop a contextualized pre-vocational program to integrate specific technical instruction for the various trade programs with relevant math and English needed to perform the skills required of the trade. SDCE chose the Auto Tech program for the pilot due to 1) the faculty reporting that for many years students struggle with the rigor of the program and the complexity of the Auto Tech material and textbook and 2) student interest list averages 800 or more people.

Selection for the pilot class was based on student scores on the CASAS assessment, highest level of school completed and native language. Students enrolled in the pilot were actually enrolled in two separate classes: AUTO 600/601: Maintenance Light Repair, taught by an Auto faculty and ESLA 423 taught by an ESL faculty. However, the class was presented to students as a single class, with a one-hour overlap period that was co-taught by both faculty members.

The teaching model in the pilot proved very effective; students demonstrated academic gains and boosts in their self confidence. All 20 students in the initial pilot completed the program; 17 are in the process of transition to the next Auto Tech course. The program's success is attributed to the close collaboration of the two faculty on every aspect of curriculum design. English and math lessons were contextualized in the content that satisfies Auto Technology industry standards. The textbook, "Math for Auto Technology," that was used to teach contextualized language, study skills and test-taking strategies was an effective choice. This textbook meets National Automotive Technicians Education Foundation (NATEF) and is used for the three Auto Technology courses. Finally lesson plans were tailored to students' individual needs based on the many math and English levels of the students. These needs, of course, will change from one semester to the next.

Another learning resource, Burlington English, is available that primarily helps ESL students with comprehension and pronunciation and includes automotive technology vocabulary and lessons on industry-specific work-related lessons (customer service). Burlington English includes a variety of

industry-specific vocabulary-driven lessons that can be used for many of our other CTE programs if the pilot is replicated across other offerings.

This pilot is similar to the I-BEST model although it was unique in some important ways. It involved a deeper level of collaboration between the Auto Tech curriculum and those of basic skills and ESL. All the VESL and VABE lessons were contextualized to the specific trade (Auto Tech in the pilot). The curriculum was also designed for adaptability so that students are able to focus on ABE or ESL, according to individual need.

NETLAB

Another approach to accelerate student learning while integrating technology involves the use of NetLab. In our Business and Information Technologies program, NetLab streamlines the use of virtual technology and creates an infrastructure to utilize remote technology simulation to increase student accessibility and reduce infrastructure costs. This increases the number of students who are served while making learning more accessible to all.

The implementation of the NetLab is the catalyst for innovation and provides students with flexible lab activities such as delivery of software simulations geared toward the certifications exams, CCNA, Security+ and others, which will lead to successful student-industry outcomes. NetLab, in this context, enables us to track student progress as part of instruction. We have the ability to scale the program with instructor-developed labs to increase student learning outcomes.

Implementing NetLab will allow for program completion at a single campus while also allowing more of the instruction and lab time to be available both online and in the classroom. We began a pilot of using NetLab in spring, 2014 to teach Cisco Security in a classroom without a “built out” lab. In the spring of 2015 we plan to pilot additional CCNA program offerings within our North City location (where the NetLab is housed). Our intent is to build out a larger lab at our new Cesar Chavez campus, scheduled to open in the fall of 2015 where we have a larger server room. Our rollout among multiple campuses within our own district represents the beginning of scalability to then promote replication. In addition, we are currently working with City College to determine the feasibility of their utilizing the NetLab for a single course offering.

MODULAR CONCEPT

We have begun to explore the concept of more effectively mapping pathways for learners by organizing instruction around 4- to 6-week modular units to encourage students and increase persistence. Our Culinary Arts program has implemented this strategy to accelerate learning. A new module is offered every 4 weeks; the full program includes 6 modules. The modules are tied together in a logical way, enabling students to gain the skills needed for progressively advanced job levels as

they work through the modules. We are finding that the need to offer the most advanced modules may decrease in frequency, since many students find employment in the field before completing the entire module cycle. The Business and Information Technology program is developing a pilot for an accelerated Business Information Worker program in which cohorts of students receive orientation, work on the multiple modules through both lecture-based and self-paced lab instruction and remain on a prescribed timeline to completion.

STACKABLE PROGRAM CERTIFICATES

This strategy takes a large CTE program (which requires many hours to complete) and breaks it down into smaller components to help students complete programs more quickly. We notice student persistence improves when a program certificate is completed in a shorter period of time. This strategy has proven effective in the Auto Technology program. The Business and Information Technology program is currently revising current programs into stackable certificates and all newly created programs will be created in a stackable format.

ALIGNMENT WITH INDUSTRY

SDCE coordinates course certificate completions with industry demands, which serves as a motivator for students to accelerate their learning and persistence. Computer Technology job obtainment often relies on specific skill levels required for industry certification. Business and Information Technology continues to revise their programs to match industry standards and certification. As a member of the Cisco Academy, we utilize Cisco's Netspace tools for both teaching the curriculum and assessing our students. This results in our CCNA student being prepared to take the Cisco industry exams once they complete our courses. As we continue to develop curriculum, we look at these industry certifications to ensure our curriculum is aligned with industry. Another example of this approach is in our Culinary Arts program. Hotels will give their employees (our students) a pay increase when they receive a program certification. Some of these courses are offered online, which meets many students' needs because they work, often full time, while working towards their education goals.

SKILLS PRACTICE

Learning is accelerated when classroom lecture is combined with industry-related classroom skills practice. In the Allied Health program this occurs as clinical skills practice in a skilled nursing facility. In the Culinary Arts program this occurs in the classroom that is designed as an industrial kitchen. In the heavy voc programs (Auto Technology, Auto Body, Auto Upholstery, Welding) the classroom skills practice occurs in the shop portion of the campus. The heavy voc courses have been designed to provide at least 60% time for students to have hands on experience with tools and techniques used currently in the trades. The Welding program offers students the opportunity to work on an annual project, the float for the San Diego Martin Luther King, Jr. parade. Students learn the complete process including: design, blueprint, draft, fabricate, and weld as they contribute to the finished

product. The project also integrates technology and welding as students incorporate green methodologies and practices by using recycled materials, thus considering ways to minimize waste. In the Computer Technology programs computer labs allow students to work directly with software and hardware used in industry.

This approach to accelerate a student's progress has challenges. The high costs associated with maintaining the equipment, software and materials in these career technical education classrooms require a steady source of funds to maintain alignment with industry standards. Most software, for example is transitioning towards cloud subscriptions that require a steady funding stream to ensure the software is up-to-date and accessible for students to complete their programming. Another challenge is that this real-life training is limited in scope because we are mandated by Title 5 to follow the "line of sight" policy. This policy states that a "session is conducted under immediate supervision of the instructor," which significantly limits clinical rotations for CNE students. [SDCE is accredited by WASC and part of the San Diego Community College District, therefore we are governed by Title 5.] In California, there is only one other non-credit education provider that is accredited by WASC and part of a Community College District. That is "School of Continuing Education," part of North Orange Community College District.

HYBRID MODEL

Partially online courses accelerate student learning and reach a more diverse (geographically and demographically) range of students. The Business and Information Technology (BIT) program has developed a successful hybrid model with its Interactive Multimedia Certificate Program (IMCP), a 25-hour-per-week program that entails 15 hours face-to-face classroom instruction and 10 hours of online instruction. The coordination and collaboration amongst the faculty has contributed to the success of this cohesive program. Additional BIT programs are moving in this direction to increase student access with all new short term career technical classes being developed with some kind of hybrid model. In addition, we are making good use of the "web enhanced" model for those classes that are not hybrid, but still have an online component. In this model, the instructor uses the learning management system Blackboard as a tool to provide students with information and to create an online community.

FLIPPED CLASSROOM

This strategy is a hybrid that combines classroom and online instruction. Students complete the instruction online prior to class, and use classroom time to work on assignments. This strategy has proven to work well in our Parent Education courses and in our Business and Information Technology program where lab equipment is shared. The availability of online lectures combined with hands-on learning and support in the classroom enables us to offer additional class sections thereby reaching more students.

VOCATIONAL ESL

These classes create bridges for students who are interested in CTE programs, but whose English literacy level is lower than the CTE class requirements (level of the textbook and other materials). We have been piloting ESL computer classes at our Mid-City campus and look forward to creating a transition strategy for those students to move into our office skills lab.

ARTICULATION AGREEMENTS

Articulation agreements accelerate students' progress and persistence. Many students are motivated to continue their education upon completing their CTE program once they recognize that articulation agreements allow them to apply some credits earned in CTE programs at SDCE to the credit colleges. There is an opportunity to increase the number of articulation agreements, but this endeavor requires time and collaboration with the college faculty. Currently multiple CTE programs with articulation agreements exist. For example, students completing the Auto Technology program can transfer to Miramar college with 16 credits, which decreases the time and costs to complete an Associate degree. The BIT IMCP program offers further evidence of the increasing visibility and college-focus of these programs.

Almost 50% of the students in the IMCP program (BIT) completed articulation paperwork last year. This year we have engaged the college counselor to further support our students and have begun a process to bring Mesa College Student Ambassadors, or navigators, into our classrooms to provide peer mentoring support to further increase the visibility of articulation programs. We are working closely with SDCCD credit colleges and San Diego Imperial Valley Region 10 to align SDCE's current Front Desk program to the region's Business Information worker program. These changes will promote the ability of SDCE to fill the skilled workers shortages projected by SDWP and SDICCCA (San Diego and Imperial Counties Community Colleges Association). We are actively collaborating and participating in discussions on shared projects with the regional Information & Communication Technologies (ICT), one of the 5 priority sectors in San Diego, and Small Business sectors. Clearly, articulation benefits student transition as students map pathways to continuing their educations.

Program Area Five

Programs for apprentices.

OBJECTIVE 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

Table 5.1 and 5.2 (To be Determined)

REGIONAL COMPREHENSIVE PLAN OBJECTIVE SIX

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

6

All Programs

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

PROFESSIONAL DEVELOPMENT

ALL PROGRAMS

[TABLE 6.1 All Programs](#)

[See Table in Appendix 6]

[TABLE 6.2 All Programs](#)

[See Table in Appendix 6]

Comprehensive and ongoing professional development is at the heart of SDAERC's reimagined adult education system that bridges agencies and seamlessly paves the way for student success.

Although San Diego's consortium members have a long history of cooperation, this AB 86 planning process has taken this relationship to an entirely new level. Over the past six months, planning work groups—with a combined membership of 110 faculty and staff—have come together to improve student outcomes consortium-wide. The critical work accomplished during this process has jump-started the consortium's regional professional development plan.

That's why, as an important element of its professional development efforts, SDAERC is committed to keeping these new lines of communication open. A monthly meeting of the consortium's AB 86 leadership team will ensure that program integration continues to move forward. Broad-based commitment and buy-in to SDAERC initiatives will be supported by an annual AB 86 regional summit targeting consortium faculty and staff as well as community partners. The summit will provide an opportunity for sharing and networking among all staff and will keep a focus on collaboration to support learner success. Students will also be invited to share their personal experiences in adult education college and career pathways so that faculty and staff can better understand students' real life needs and potential barriers.

During this planning phase, SDAERC is piloting a contextualized, job-embedded professional development strategy that will strengthen individual educator’s knowledge and understanding of instructional practices across the consortium. Faculty will have an opportunity to visit other programs and partners and participate in peer classroom observations. This first-hand experience and interaction among peers will deepen faculty understanding of consortium-wide professional practice and will lead to improved articulation and a more consistent approach to student success. Consortium members feel this is a unique strategy to promote cross-program and cross-agency collaboration and hope to incorporate it as an ongoing professional development strategy.

The consortium’s regional plan also leverages professional development programs in place within partnering agencies. San Diego Community College District, for example, currently provides comprehensive professional development options through its credit and non-credit FLEX program. Faculty and staff use paid, non-instructional time to access a wide variety of professional growth opportunities—from state-wide conferences and extended workshops to one-time trainings, webinars and online classes. San Diego Unified School District also offers similar professional development support.

Through AB 86, selected FLEX and SDUSD professional development opportunities will become available to all consortium faculty and staff. In addition, a professional development team--representing each consortium member--will work together to identify and expand upon existing professional development opportunities--supporting faculty and staff from all agencies in aligning programs, enhancing craft knowledge and achieving consortium goals.

SDCCD’s Online Pathways to Learning, an existing program, will address a consortium-wide need for professional development in technology use and integration so that faculty can more effectively prepare learners with real world technology skills. This program not only offers faculty foundation-level tools for a technology-enriched classroom, but also provides certification for faculty teaching online or hybrid courses. This is a prime example of using agency strengths to build capacity across the partnership.

One of SDCE’s most successful professional development models focuses on “best practice” instructional strategies and incorporates a mentoring and peer coaching component. Through these elements, faculty have an opportunity to integrate new learning into their day-to-day professional practice and receive meaningful feedback about their efforts. This job-embedded approach is sustained over a full semester and has the potential to develop instructional leaders dedicated to continuous improvement. Within the consortium, this model will be available to all program areas for faculty training in “best practices” aligned with consortium initiatives such as career and college readiness as well as accelerated and contextualized learning.

SDAERC's professional development plan also builds capacity system-wide by involving faculty and staff in all aspects of professional learning. Faculty with special expertise in curriculum development will join the consortium's program area writing teams to develop, refine and align curriculum in keeping with the collaborative's goal of improved student outcomes.

Efforts to become more data-driven are also tied to a new Integrated Student Information System to assist faculty and staff in more effective data collection. As this system comes online, professional development and ongoing technical support will be provided to all consortium members impacted by the program. Linked to this system is a consortium-wide approach to assessment, data collection and documentation of student outcomes. SDAERC will partner with a nationally-recognized organization--CASAS--to provide professional development in this all-important arena.

In addition to these current professional development strategies targeted for consortium-wide use, SDAERC will implement Professional Learning Communities (PLCs) in the same content areas across all consortium agencies. Effective PLCs have the power to create a consortium-wide culture of continuous learning and quality professional practice.

Faculty teams will come together to develop a shared understanding of effective teaching and learning based on student outcomes in their own classes and programs. This results-oriented approach will drive PLC collaborative work. Teams will focus on continuing discourse about student assessment, curriculum alignment and rigorous, high-caliber instruction--all aimed at improving learner achievement. As a follow-up, PLC team members will meet monthly with each site's faculty to share strategies and results so that PLC work can impact teaching and learning in every adult education classroom.

Addressing new federal and state standards for college and career readiness is critical to SDAERC's major reform efforts. To ensure adult learners succeed in an increasingly challenging job market and post-secondary environment, requires faculty and staff to upgrade and re-evaluate their own knowledge and skills. The consortium's professional development plan will help support staff in effectively meeting student needs. Drawing on the expertise of the California Adult Literacy Professional Development Project (CALPRO), SDAERC will send a team to participate in a Trainer of Trainers program. In this way, a cadre of CALPRO-trained local "experts" will be prepared to work with staff from all program areas in developing the know-how to successfully embed career and college readiness skills across the curriculum.

SDAERC is committed to dovetail its own professional development plan with other state efforts--such as AB 2558--to "re-envision and revitalize" professional development. As these endeavors gain

momentum, the consortium will ensure that parallel ideas and leveraged resources are incorporated into this plan.

In fact, requirements from the state-sponsored SSSP plan are already driving the development of enhanced support systems for adult learners. This professional development plan will coordinate with local SSSP efforts to train counselors and “navigators” in guiding students toward an effective, individualized “Student Educational Plan” as well as enriching the support services counselors and navigators employ to successfully transition learners along their chosen post-secondary pathways.

How this consortium succeeds in improving student outcomes will ultimately be affected by results-oriented, collaborative work--work that takes time, resources and full commitment. This consortium is dedicated to ensuring that all faculty and staff have what they need to move forward in their professional practice and achieve greater success for San Diego’s adult learners.

Program Area One

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

TABLE 6.1

[See Table in Appendix 6]

TABLE 6.2

[See Table in Appendix 6]

Each program within the SDAERC region that delivers basic elementary and secondary skills and/or high school completion and GED programs prides itself on its strengths and successes. As we now take this opportunity to inventory those strengths - and the gaps - in the region as a whole, we recognize that the natural next step is to leverage the individual resources within each program to strengthen the entire region. This step requires a commitment to ongoing professional development. The goal is to integrate the programs with the intention of creating a whole that is greater than the sum of the individual parts.

Current professional development opportunities consist of many strands. There are explicit opportunities, such as workshops, conferences, online professional development delivered by outside agencies such as OTAN, CALPRO [sep agencies], and CASAS; meetings in which new effective pedagogy or students supports are discussed. There is also implicit professional development that occurs on an ongoing basis - teachers talking together informally to problem-solve an issue of mutual concern.

One timely subject of mutual interest is that of blended, or hybrid learning, a form of instruction that entails both face-to-face time with a teacher and time spent online asynchronously to complete assignments, practice new skills, and contribute to discussion forums. The consortium members agree that developing more extensive professional development opportunities around the unique challenges of designing and managing blended, or hybrid classes would be a valuable investment of resources that would promote student acceleration.

Currently, new hires at SDCE receive orientation in both face-to-face and online formats. Members feel it is important to note that motivation to participate in professional development would increase if faculty and staff were to receive continuing education credits toward salary step increases, as does the faculty at SDUSD. SDUSD also currently presents modeled instruction workshops and sponsors a group that reviews scholarly journals, both ideas that might be embraced across the consortium.

What has become most evident overall is the shared commitment by consortium members in this work group to cross the divide that structurally separates SDUSD, SDCE, and SDCCD. Enthusiasm is high for shared professional development: instructor exchange of best practices for teaching basic skills, multi-cultural awareness to familiarize all faculty and staff with the diverse religious and cultural backgrounds of our students, orientation on career pathways that includes topics such as how the Affordable Care Act will impact the need for health care workers. Members embraced the concept of intra-agency professional development about andragogy, how instruction and learning differs for adults in specific ways as well as an online repository of teaching resources accessible to all members. The suggestion was offered that a biannual joint meeting of all elementary and secondary basic skills instructors and student support services personnel might benefit students as well as faculty and staff

The appointment of a “navigator” to benefit student transition from high school completion through continuing education to community college was also suggested. It is agreed that the charge to learn more about the college and career readiness standards in specific subject areas and for specific career clusters is of primary importance as is more in-depth understanding of the challenges of assuming a leadership position as these ideas move from conception to reality.

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

TABLE 6.1

[See Table in Appendix 6]

TABLE 6.2

[See Table in Appendix 6]

As the largest program area in the SDAERC, ESL/citizenship has an impressive history of providing faculty with innovative and quality professional development. Most important, these efforts have always been responsive to new challenges faced by adult learners in the program.

This responsiveness is critical. It is more apparent than ever that significant changes to revitalize ESL/citizenship and workforce preparation are needed. ESL faculty and staff remain committed to improving their own knowledge and skills in order to ensure student success in an environment requiring more rigorous academic skills and improved readiness for the workforce.

Consortium-wide professional development strategies provide the foundation for this program area's faculty and staff to strengthen and enhance their knowledge and skills. In addition to professional development provided consortium-wide, ESL/citizenship faculty and staff have also identified growth opportunities specifically targeted to their own program area. ESL faculty, for example, will take college and career readiness to a deeper level by training all staff in the new standards and infusing "readiness" strategies across all levels of ESL courses.

Career and college readiness is also linked to accelerated learning for ESL students transitioning to the high school diploma program. Faculty will be trained and supported in implementing a new course--High School Prep for ESL--that emphasizes academic skills traditionally missing between ESL and high school curricula. In addition, academic writing remains a barrier for many ESL students seeking to qualify for college credit classes without remediation. To address this need, faculty teaching ESL Transition-to-College courses will receive professional development from San Diego

County Office of Education's "Write Institute" to further enhance an accelerated academic approach for these students.

Technology designed to accelerate learning is a major focus for the ESL/citizenship program. Training in "Online Pathways to Learning" will provide faculty with a strong knowledge base for developing and integrating new online, hybrid and technology-enriched ESL curricula.

Research continues to show the value of contextualized learning for all students, but especially for second language learners who may struggle to make connections between what they learn in the ESL classroom and career preparation. ESL faculty and staff have committed to professional development through CALPRO's "IET" training to help bring contextualized learning into their new English for Career classes as well as in pilot classes that partner VESL and CTE faculty in a modified IBEST structure. Professional development for these VESL/CTE instructors will also include time to collaborate on shared curriculum, instruction, assessment and student support.

Moving ESL students along a successful pathway to college and careers requires in-depth transition and support strategies. Improving these transitions and effective use of the new, individualized Student Education Plan will require professional development for program faculty as well as counselors and "navigators" who provide first-hand support to second language learners.

To fully adopt online assessments program-wide and to promote data-driven decision-making, ESL faculty and staff will work with CASAS experts to help guide them in this critical area.

Immigrants in SDAERC's system represent many of the adult learners who stand to benefit the most from access to the college and career pipeline. This consortium's comprehensive professional development plan for faculty and staff will improve and enhance program services and will ensure ESL learners have viable "on-ramps" to post-secondary pathways.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

TABLE 6.1

[See Table in Appendix 6]

TABLE 6.2

[See Table in Appendix 6]

Professional Development

Current professional development opportunities within SDCE and SDUSD are available to faculty and staff. These include flex days for SDCE faculty and staff (trainings offered throughout the year), and a full database of trainings offered by SDUSD. However, collaborative professional development could be enhanced across the consortium by integrating the following ideas.

Utilization of Online Resources and Implementation of AB 86 Website: Online resources represent an excellent way to access a large audience while minimizing the cost of participation. One recommendation is to create an AB 86 website that contains all relevant resources on disability and transition that would be available to both students and faculty. Model programs and services would be included so as to best support and educate cross-over organizations that serve students in transition. The website would comprise asynchronous online trainings on specific disabilities, as well synchronous group discussion webinars.

Create a Local Professional Group and Provide Funding for Professional Conference and Travel: A localized professional group could be created by the consortium members that would comprise local subject-matter experts from DSPS, Special Education from K-12, and local disability organizations. Consortium members could continue to meet regularly to share information and collaborate on programs and strategies to support student success. Within this structure, Professional Learning Communities (PLC) might be created for ongoing consortium-wide professional development.

California Association for Postsecondary Education and Disability (CAPED): Before 2008, conference and travel monies were available annually to support faculty. One excellent resource for faculty working with adults with disabilities is the California Association for Postsecondary Education and Disability (CAPED). DSPS professionals throughout the State rely heavily on CAPED's annual convention and membership affiliated with the organization. Restoration of funding for this type of conference and training opportunities support faculty in keeping their skills current, thus improving student outcomes.

California Community College's High-Tech Center Unit Offers Excellent Free Trainings on Current Access Technology: Financial support in the form of release time or overload assignment would allow current faculty to participate in these valuable trainings. In addition, opening these training opportunities to our colleagues at SDUSD would facilitate a more cohesive transition for students who would be utilizing the same access technology that is also available at California community colleges.

Conduct Outreach to Future Professionals: With several universities in San Diego, there are many undergraduate students studying within the field of Special Education and Child Development. The consortium recommends conducting outreach activities to these students to expose and educate them on Disability Support Programs & Services, The Department of Rehabilitation, Regional Center, and other service agencies available to adults with disabilities.

Host a Disability Awareness Event: Hosting a Disability Awareness Day event would serve as professional development for faculty and staff, as well as to educate the student population about disability while promoting acceptance and awareness. Activities and events for this program would feature motivational guest speakers, artists with disabilities, entertainment, performances, and hands-on activities, as well as a Resource Fair featuring disability providers from the community.

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

TABLE 6.1

[See Table in Appendix 6]

TABLE 6.2

[See Table in Appendix 6]

SDCE's vibrant CTE program is led by faculty and staff who are recognized experts in their fields. To ensure that their knowledge and skills stay current with industry standards requires ongoing connections to industry partners as well as other employers in the local labor market.

For this reason, CTE's professional development includes not only the strategies targeted for consortium-wide initiatives, but also learning opportunities that are specific to CTE needs.

Partnership-building within the community is an ongoing necessity, so that CTE staff can identify and recruit new employers to link with their existing career pathway programs while benefiting students as they map their individual pathways. This requires CTE representatives to meet regularly with community advisory boards and other key agencies to expand networking and capture new partnership opportunities.

To heighten faculty awareness of shifts in the local job market, this professional development plan will provide periodic "on-the-job" shadowing experiences. In this way, CTE faculty can assess first-hand the skills needed for student employment. This information will then be used to drive program improvement and assist in individualizing student plans

A venue for upgrading the industry skills of faculty and staff is a key component of CTE's professional development plan. An annual analysis of new industry standards will identify needed faculty training or certification upgrade. For example, many of CTE's technology programs--including CISCO training--require industry certification for faculty. Keeping current with certifications in a fast-moving industry, however, presents an ongoing challenge. This professional development structure will help faculty

obtain the certifications needed to keep SDCE's courses available and career pathways relevant to the workplace, faculty will access these professional development opportunities on an as needed basis.

In locations where SDCE provides on-the-job training activities for students, it is imperative to maintain successful partnerships. Ensuring faculty remain up-to-date on employer-specific equipment, policies and procedures is critical and will be embedded in ongoing professional development.

Because most CTE staff come from industry backgrounds, introducing new faculty to SDCE's policies and procedures as well as instructional resources can be challenging. As part of this professional development plan, new faculty orientation will be expanded to include mentors for new instructors. This strategy will strengthen relationships among CTE staff and ultimately lead to more effective collaboration and improved student success.

A quality CTE program requires safety procedures and a learning environment that is geared to the well-being of students and staff. This plan will ensure all faculty access online safety training through the Safe Colleges Training website. In addition, campus visits by safety instructors and a venue for regularly disseminating safety committee updates will be established and time will be provided for faculty to access this information.

CTE will focus a major professional development emphasis on activities that align with college and career readiness. To meet career goals that offer family-sustaining wages, adult learners entering a mapped career pathway in today's competitive market must continue to grow their knowledge and skills toward more advanced education and training. With these needs in mind, this plan will provide professional development aimed at preparing faculty to incorporate rigorous, high-level skills at every training level. Using the Trainer of Trainers model under CALPRO's guidance, a consortium team will become local "experts" and will help train other SDCE faculty. Additionally, curriculum writing teams will develop "readiness" curriculum, and local trainers will help instructors embed these skills across the CTE program.

For students with low basic math and/or language skills, contextualizing those basic skills as they receive career-skill training is known to accelerate learning. Therefore, it is crucial that professional development focus on contextualized instruction. SDCE currently operates several I-BEST models and has a pilot program underway that employs a modified I-BEST structure, which employs contextualization. It is anticipated that professional development that focuses on contextualizing learning will be expanded to as many career paths as possible. Collaborating partner faculty - both VESL/ABE and CTE - will be trained in CALPRO's Integrated Education and Training mode, for

example. An additional 100 hours will be allocated during the semester for partners to collaborate on curriculum, instruction, assessment and student support.

Technology use and integration--both in the classroom and for student data collection--are areas for sustained professional development. CTE faculty will use an existing SDCCD program, Online Pathways to Learning, for training to enhance online, hybrid or technology-enriched instruction. The program includes certification for online teaching. Additionally, CASAS training will assist CTE staff in learning to more effectively track student progress through career pathways.

Professional development for CTE counselors and student “navigators” will target the identification of specific strategies that support student transition. The goal is to help students overcome the barriers that stand in the way of their academic and training success.

One of the most powerful aspects of ensuring CTE programs effectively serve students’ transition needs is through articulation agreements with SDCCD career technical programs. Providing time for both SDCE and SDCCD faculty to align articulated programs--those which earn college-level credit for adult education students--is central to the intent of SDAERC’s collaboration process.

Program Area Five

Programs for apprentices.

OBJECTIVE 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 6.1 and 6.2 (To be Determined)

REGIONAL COMPREHENSIVE PLAN OBJECTIVE SEVEN

Plans to leverage existing regional structures, including, but not necessarily limited to local workforce investment areas.



All Program Areas

OBJECTIVE 7

Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

Two major partnerships have functioned at the core of SDCE since the formation of SDCCD in 1970: collaboration with the San Diego Unified School District (SDUSD) and collaboration with the three sister colleges providing credit programs: Mesa College, Miramar College, and City College (SDCCD).

The collaboration with SDUSD is defined by the “Delineation of Function” Agreement signed by SDUSD and SDCCD in 1979. According to this agreement, SDCE should provide the majority of non-credit adult education, while SDUSD is authorized to provide Secondary Basic Skills education needed for the high school diploma to former students up to the age of 19 years, 11 months. The agreement also authorized both districts to jointly award the Adult Education Joint High School Diploma according to the requirements determined by SDUSD. In addition to this important collaborative effort, SDCE and SDUSD share over forty educational partnerships, including Early and Middle College Programs, classroom support programs, and Alternative High Schools, as well as programs facilitating student transition to college.

As one of the four colleges in the SDCCD, SDCE also partners closely with the three credit colleges. The partnership includes regular intra-districts events, such as the annual SDCCD Management Leadership Development Academy and Conference on Shared Governance and Planning, meetings between administrators, faculty, and staff, visits by noncredit ESL students to credit classes, and collaborations between the SDCE Senate and the Senates of the other colleges. Programs have also been developed to facilitate the transition of SDCE students to the credit division. These programs offer unparalleled student support through free one-on-one tutoring, priority registration, and counseling services.

In addition to these two major partnerships, SDCE works collaboratively with an expansive network of community partners. These collaborations include MOUs, apprenticeship programs, advisory groups, and various forms of partnership.

Among the most important partners in this network are the San Diego Public Library and the San Diego Council on Literacy. SDCCD collaborates with the San Diego Public Library primarily through READ/San Diego, a program providing free literacy instruction, including family literacy and workforce literacy programs, for adults 18 years of age and older. READ/San Diego is supported by the City of

San Diego with assistance from the Friends of READS/San Diego Literacy Programs and the State of California. The history of this collaboration goes back to 1987, the year of READ/San Diego's founding, and includes very fruitful literacy initiatives whereby READ/San Diego provided tutors and community service volunteers, while SDCE supplied paid instructors and advertising. In 1989, for example, a program for adult learners was established at Kit Carson Elementary School. Classes met twice a week, where students would attend a combination of a 1.5-hour class with an instructor and 1.5 hour of individual tutoring. The instruction was based on the Lindamood-Bell method and geared primarily towards adults with dyslexia and learning disorders. This exemplary program was not only very effective due to its solid methodological grounding and supervision by the qualified SDCE faculty, but also because it was located at the school, which was convenient for students who were parents or grandparents of young children. It helped improve the reading, spelling, comprehension, and math skills of a great number of individuals of all ages, especially those suffering from disabilities and unable to attend or not ready for regular Adult Education schooling at SDCE. Since the program was closed due to financial constraints resulting from the state budget crisis, this particular population has not been reached and has become more vulnerable than ever considering the growing demands for high school and at least partial college education faced by today's job seekers. Thus, a great need exists to create or revive such partnership programs for literacy instruction in the community, a need that could be relatively easily satisfied with our existing successful model.

The impact of the initial partnership arrangement between SDCCD and READ/San Diego has been tremendous. To this day, SDCE faculty continue to be frequent presenters on adult literacy instruction at the annual tutor conference organized by READ/San Diego. On the other hand, the SDCE-trained READ/San Diego tutors have helped in GED classes at SDCE, and READ/San Diego makes available to GED prep students its new Computer Reading Lab, which is equipped with the top-of-the-line mobile devices, computer workstations, and software systems. The model is still alive. At this point, however, collaboration is mostly limited to cross-referral, and the need for reviving partnered classes that would directly and exclusively serve the students, like those that were offered in the past at Kit Carson Elementary, remains great. Another form of literacy instruction that might benefit from the ongoing collaboration between SDCE and the San Diego Public Library and that has great future potential is the scaling of hybrid classes held partly on site and partly online. Such classes could utilize the great technological potential of both SDCE and San Diego Public Library and has the capacity to reach the vulnerable segment of the population of adult learners who for various reasons are not ready to commit to a regular SDCE program.

The San Diego Council on Literacy, an advocacy organization supporting the network of 28 local literacy programs in the San Diego County is another close community partner devoted to the cause of promoting literacy. This partnership dates back to 1986, when the Council was originally established with the goal of increasing public awareness of literacy needs and services and

supporting cooperation among local literacy programs. In accordance with its mission to unite the literacy community through leadership, advocacy, and resources, the Council has collaborated with the SDCE and SDCCD at various levels by providing marketing, outreach, and referral, as well as by sharing professional development opportunities. Each year the Council organizes The Bee, an adult spelling competition, which SDCE has traditionally sponsored, attended, and participated in. The Council-organized Eat, Drink, Read Culinary Event, on the other hand, is an example of event-driven marketing with the same goal of raising public awareness, generating support, and bringing visibility to the cause of literacy, and which SDCE has generously sponsored and hosted in the past. Finally, the Mini-Conference for Local Adult Basic Education and Literacy Professionals organized in 2012 by the Council and SDCE at the site of SDCE represents an excellent example of shared professional development opportunities. While the number and variety of local literacy programs have significantly increased since the establishment of the Council, providing testimony to its effectiveness, the need for collaborative effort between the Council and the Consortium continues to be great. In the words of the CEO for the San Diego Council on Literacy, Jose Cruz, “with all the good that we are doing together, we are reaching only 10% of the adults in the region who need services.”

Program Area One

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

OBJECTIVE 7

Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

TABLE 7.1

[See Table in Appendix 7]

In the area of Elementary and Secondary Basic Skills, the major partnership effort, which was established in 1979, is the Adult Education Joint High School Diploma program, attended and completed by hundreds of students annually. SDCE offers comprehensive high school diploma and GED preparation to students 20 years of age and older, while SDUSD serves students 18 years to 19 years, 11 months of age. To facilitate student progress towards completion of the high school diploma or GED, the following partnerships have been established for the general and special populations:

- Workforce Investment Board: South Metro provides students with the opportunity to take computer classes in order to satisfy the computer literacy requirement for the High School Diploma program.
- St. Vincent de Paul and the San Diego Rescue Mission: ABE/ASE instructors provide direct instruction to residents of the homeless shelter to prepare them to pass the GED.
- Marine Corps Air Station Miramar: Accelerated math and English instruction is provided to military members who wish to improve ASVAB scores to advance in rank.

Several partnership programs have been established to assist in the creation of Career Pathways for adult education learners graduating with a high school diploma or GED:

- San Diego Metro Careers Center provides student support services and workforce preparation. In particular, it provides adult learners with a comprehensive approach to career planning and job search service, and offers assistance and direction tailored to the needs of the job seeker such as career counseling, job search assistance, connections to employers with active job leads, access to qualified employers, workshop training and customized recruitment activities
- San Diego Center for Employment Training provides training programs in a variety of areas that prepare adult learners with the skills and education needed to enter the workforce.

- The San Diego Business & Regional Occupational Program provides workforce readiness training, as well as specific job skill training. It allows adult learners access to ROP facilities and campuses; provides sequences of courses, many leading to certification, in pathways ranging from health sciences to food service to auto mechanics to information technology; collaborates closely with both business partners and labor, all of which has had a research-proven positive impact on student motivation, engagement, dropout and graduation rates, and future success.
- READ/San Diego program at the San Diego Public Library has provided literacy instruction to GED prep students, as well as literacy instruction, including family literacy and workforce literacy programs, for adults 18 years of age and older. This collaboration was begun in 1987, the year that READ/San Diego was founded and includes very fruitful literacy initiatives whereby READ/San Diego provided tutors and community service volunteers, while SDCE supplied advertising and paid instructors from the ABE program. In 1989, for example, a program for adult learners was established at Kit Carson Elementary School. Classes met there twice a week, where students would attend a combination of a 1.5 hour class with an ABE instructor and 1.5 hour of individual tutoring. The instruction was based on the Lindamood-Bell method and geared primarily towards adults with dyslexia and learning disorders. This exemplary program was not only very effective due to its solid methodological grounding and supervision by the qualified SDCE faculty, but also because it was located at the school, which was convenient for students who were parents or grandparents of young children. It helped improve reading, spelling, comprehension, and math skills of a great number of individuals of all ages, especially those suffering from disabilities and unable to attend or not ready for regular Adult Education schooling at SDCE. Since the program was closed, this particular population has not been reached and has become more vulnerable than ever considering the growing demands for high school and at least partial college education that job seekers face today. Thus there exists a great need to create or revive such partnership programs for literacy instruction in the community, a need that could be satisfied relatively easily through renewed cooperation between the ABE program and READ/San Diego, considering that a proven model has already been established.

Alternately, students who are completing the high school diploma or the GED program and wish to transition to higher education are offered the advantage of two bridge programs which have been created within SDCCD:

- Test Higher, Place Higher at City College
- ACE² at Mesa College

Considering that the completion of elementary and secondary education and transition to careers or higher education are at the core of Program Area 1, it is not surprising that improved channels of communication between SDCE, SDCCD, and SDUSD have been listed by faculty and staff as a high priority for future partnerships.

Program Area Two

Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

OBJECTIVE 7

Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

TABLE 7.1

[See Table in Appendix 7]

The ESL/Citizenship program at SDCE has strong partnerships with the college credit ESL programs at Mesa, Miramar, and City Colleges. A good example of such partnership is the ACE² program, in which learners can take accelerated courses in English to complete their basic skills courses and transfer to Mesa College more quickly. To transition ESL students to the colleges, the program also has special Transition-to-College courses in which learners receive counseling services from the colleges to prepare for transfer to credit courses. Since two of the ESL programs with the Transition-to-College classes are located on the campuses of Mesa College and Miramar College, the students visit the credit ESL classes and participate in the events organized by the Career Center at Mesa and Miramar. Administrators and faculty of the credit and non-credit programs also participate in regular meetings to coordinate services to students.

In addition to the partnership with the credit ESL classes, the ESL/Citizenship program includes longstanding partnerships with the following agencies:

- International Rescue Committee (IRC): Counselors in the IRC Immigration Department provide legal assistance to Citizenship students applying for U.S. citizenship. They also make presentations in our classes to raise awareness about the steps required to gain permanent residence and citizenship in the U.S. Together with IRC, the ESL/Citizenship program instructors have written a curriculum, which IRC uses in tutoring clients to become citizens.
- Local United States Citizenship and Immigration Services (USCIS) office: The SDCE Citizenship coordinator attends monthly community meetings organized by USCIS and brings back important information on new policies and procedures related to immigration services. USCIS officers also attend the Citizenship workshops organized by the SDCE ESL/Citizenship program.

- San Diego Rescue Mission: makes presentations on immigration and Citizenship in SDCE classes, provides legal counseling to ESL students who are citizenship applicants and funds Citizenship curriculum materials.
- San Diego Immigrants' Rights Consortium: provides naturalization application preparers and legal assistance through SDCE-organized Citizenship fairs.
- Workforce Investment Board: South Metro provides students with the opportunity to take computer classes in order to satisfy the computer literacy requirement for the High School Diploma program.
- Employment Rights Center: Provide legal counseling to SDCE students.
- Several charity organizations, like Catholic Charities or Price Charities, offer space and provide materials for classes. They also refer ESL students to SDCE.
- Local home health agencies: We coordinate with these agencies to identify jobs for learners completing our I-BEST Personal Care Assistant VESL class.
- Educational Training Institute (ETI): When workplaces in San Diego request ESL classes, we refer them to ETI, an agency within our district that provides customized VESL programs on a contractual basis. Recent employers we have worked with include Manchester Hyatt Hotel and Quantum Design, Inc.
- San Diego Library and San Diego Council on Literacy: refer ESL students to SDCE programs.

Program Area Three

Education programs for adults with disabilities.

OBJECTIVE 7

Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

TABLE 7.1

[See Table in Appendix 7]

Leverage Existing Regional Structures

SDCE and the San Diego Unified School District (SDUSD) have numerous community partnerships from which contributions can be drawn. An ideal way to identify current student needs is to gather feedback from community agencies that serve individuals with disabilities by forming an advisory board. Possible participants may include San Diego Regional Center, the Dept. of Rehabilitation, United Cerebral Palsy, Deaf Community Services, San Diego Center for the Blind, ARC, S.D Public Library/READ San Diego, Workforce Investment Board and any of the smaller community groups that serve people with disabilities.

One area of great need for Continuing Education students is access to Mental Health Services. Two of the three colleges within the San Diego Community College District (City College and Mesa College) provide crisis counseling and personal therapy to currently-enrolled students who are attending classes. Adult students attending SDCE classes could benefit greatly from access to the same services. This would require contribution of both staff time and facilities.

Another unmet need in SDCE is access to tutoring/ learning centers and high tech centers for academic assistance and use of computers. The colleges in the SDCCD have tutoring and computer labs that are open daily for drop-in use which could benefit SDCE students who need a flexible schedule. Again, this would require contribution of both staff time and facilities on the part of the colleges. San Diego public libraries also have computer labs, with many of the branches having adaptive technology installed and available on computers. SDCE could partner with the library system to offer classes/workshops to library patrons with disabilities in exchange for use of the facilities.

Program Area Four

Short-term career technical education programs with high employment potential.

OBJECTIVE 7

Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

TABLE 7.1

[See Table in Appendix 7]

Within SDAERC, the following existing regional structures exist as potential resources for SDCE: WIB, Chamber of Commerce, County Libraries, County Office of Education, Industry Employer Groups, Literacy Coalitions, Economic Development Region, County Social Services – CalWorks, and Employment Development Department (EDD).

There have been some positive outcomes from initial connections to existing community-based organizations. For example, a SDCE representative sits on the Chamber of Commerce’s Education Committees. This connection affords the opportunity to share information, determine common goals, and educate the business committee about existing SDCE programs and adult career pathways.

Through our relationship with the San Diego Workforce Partnership (SDWP), we currently partner with the One-Stop Career Center by having a computer lab on site. Clients of the One-Stop Career Center, who are also our students, gain important software skills to improve their job search success and gain or improve computer literacy, so important to almost every job in every industry.

The San Diego Workforce Partnership (SDWP), in partnership with EDD has a summer youth program called “Connect to Careers” for students between ages 16 to 21. The demand is very high with many high school students participating. One positive result of Connect to Careers is that more youth learn about internship program at ABC Inc. as a career pathway.

We plan to connect with our local WIB to learn about the many grants available and pursue those opportunities deemed feasible for our consortium. The importance of developing relationships with key leaders of the WIB to gain more knowledge about available resources cannot be overstated.

Additionally, release time is important to foster faculty awareness of the programs and services offered by the career centers. We can consider scheduling tours for students and faculty to become acquainted with the one stop center for job search skills and knowledge, as one example

We plan to organize cooperative programs and services, specifically to new opportunities that will open up as WIA moves to WIOA. WIOA requires that 70% of youth funding support programs for out-of-school youth, a significant increase from the previous 30% funding level. Out-of-school youth are those between 16 and 24 years old. In addition, WIOA removes some of the income eligibility requirements for this population. Many of the education needs of out-of-school youth are served by SDCE; additional conversations may reveal additional ways to leverage resources to assist this vulnerable population.

As the consortium's partnership with SDWP gains strength, our ability to respond to the economic needs in our region gains strength, and we are even better positioned to develop and implement training programs for emerging fields in a timely manner. This includes engaging in discussions about implementation of new WIOA rules that help to reduce challenges presented by disparate goals, regulations, funding restrictions and procurement processes.

Future ways we can position the consortium to be stronger and more effective is to implement a tracking system that allows us to follow up with employers who have hired former students. Ideally, this tracking system will be shared regionally with all partners including SDUSD, SDCCD, SDWP and other organizations with the common goal of adult education and workforce development.

Program Area Five

Programs for apprentices.

OBJECTIVE 7

Plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas.

TABLE 7.1

[See Table in Appendix 7]



1-7

San Diego Adult Education Regional Consortium
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APPENDIX 1

This section contains the tables relevant to Objective One.



1

PROGRAM AREA 04 TABLE 1.2

TABLE 1.2 - Types of CTE Adult Education Programs

| Name of Training program | Receive Perkins Funding | If has Articulation Agreement | Annual Enrollment 2012-2013 | Success completion Rates | Annual FTE for 2012-2013 | Ranking of Student Interest |
|--|--------------------------------|--------------------------------------|--|---------------------------------|---|---|
| CTE OVERALL (provided by Jane so these stats might only be CTE Heavy Voc programs) | | | 1898 (1.8%)— offered in 90 CRNS—69 over 20+ hours/wk | 718 of 3606 awarded | 540.76 (6.8% of CE) Total student teaching hours of 287,332 (1 FTE equals 525 teaching hours). | SDCE doesn't have a consistent method of tracking student interest amongst all CTE programs so we are unable to report accurate information at this time. |
| Office Skills - Front Desk/Office Assistant | X | Articulation for 3 of 10 courses | 2013-2014 4735 | 2013-2014 694 course awards | 2013-2014 391.72 | MF: note on enrollment: the program award data is duplicated data within the program so I took the highest enrolled class in the program and used that figure for office skills programs. |
| Office Skills - Administrative Assistant | X | Articulation for 4 of 10 courses | 2013-2014 1409 | 2013-2014 88 course awards | 2013-2014 56.49 | |

| Name of Training program | Receive Perkins Funding | If has Articulation Agreement | Annual Enrollment 2012-2013 | Success completion Rates | Annual FTE for 2012-2013 | Ranking of Student Interest |
|-------------------------------|-------------------------|-------------------------------|-----------------------------|--|--------------------------|--|
| Office Skills - Account Clerk | X | | 2013-2014 678 | 2013-2014 191 course awards | 2013-2014 114.82 | |
| CISCO Academy | X | | 365 | 23 | 71.56 | Note: The program enrollment data used from the program review data is duplicated. I used the first course in the programs as the enrollment figure for all non-office skills programs - MF) |
| Web Server Maintenance | X | | 290 | 18 | 87.19 | |
| IMCP | X | X | 2013-2014 1023 | 2013-2014 261 course awards; 56 program awards | 2013-2014 134.83 | |
| Project Management | | | 54 (Spring only 2014) | 38 (Spring only, 2014) | 2013-2014 9.76 | |
| Auto Tech | X | With Miramar for | 236 | 186 | 147.57 | Xxx |

| Name of Training program | Receive Perkins Funding | If has Articulation Agreement | Annual Enrollment 2012-2013 | Success completion Rates | Annual FTE for 2012-2013 | Ranking of Student Interest |
|---|-------------------------|-------------------------------|-----------------------------|--------------------------|--------------------------|-----------------------------|
| | | 2 of 3 courses | | | | |
| Auto Body | X | | 51 | 37 | 22.89 | Xx |
| Combined Upholstery Trades | X | | 74 | 53 | 39.24 | X |
| Electronic PrePress & Commercial Printing | X | | 79 | 13 | 38.37 | |
| Metal Fabrication & Welding | X | Could with Palomar | 202 | 63 | 86.86 | Xxx |
| Electronic Technician | | Could | 197 | 33 | 105.8 | Xxx |
| Plumbing* | | Could | 112 | 93 | 27.44 | Xx |
| HVAC* | | Could | 147 | 232 | 22.15 | xxX |
| Weatherization | | | | | | |
| APPRENTICE— BCA, AGC—not | | | 800 | 8 | TBD | |

| Name of Training program | Receive Perkins Funding | If has Articulation Agreement | Annual Enrollment 2012-2013 | Success completion Rates | Annual FTE for 2012-2013 | Ranking of Student Interest |
|---|-------------------------|--|---------------------------------|--|--------------------------|-----------------------------|
| recorded | | | | | | |
| Allied Health Personal Care Asst/Caregiver | X | No agreement needed | New program-no data for 2012-13 | no data | no data | |
| Allied Health Nursing Asst | X | None needed, successful completion of course and state certification gains students points to enter nursing programs | 200+ | Typically 90% completion rate, however 56 out of 200 people (28%) completed Nurse Assistant training course this year. | | Xxxx, very high demand |
| Allied Health Nursing Asst Rehabilitative & Acute | | New programs; not offered until spring 2014 | | Not tracked | | |

| Name of Training program | Receive Perkins Funding | If has Articulation Agreement | Annual Enrollment 2012-2013 | Success completion Rates | Annual FTE for 2012-2013 | Ranking of Student Interest |
|---|--------------------------------|---|------------------------------------|---------------------------------|---------------------------------|------------------------------------|
| Parent Ed Child Development | X | Articulation for 3 credits with colleges | | | | |
| Parent Ed Family Home Day Care | X | | | | | |
| Foods Culinary Arts | X | Articulation for 10 credits with Mesa College | | 81% | | |
| Foods Pro Bakeshop Skills | X | | | | | |
| Foods: Prep for Health Care Professionals | X | | | | | |
| Fashion: Clothing Construction | X | In process: 4 credits at Mesa once finalized | | | | |
| Fashion: Sewn | X | | | | | |

| Name of Training program | Receive Perkins Funding | If has Articulation Agreement | Annual Enrollment 2012-2013 | Success completion Rates | Annual FTE for 2012-2013 | Ranking of Student Interest |
|--------------------------|-------------------------|-------------------------------|-----------------------------|--------------------------|--------------------------|-----------------------------|
| Product Business | | | | | | |

APPENDIX 2

This section contains the tables relevant to Objective Two.



2

PROGRAM AREA 04 TABLE 2.1

Table 2.1 Regional demands for the program. The following data comes from EMSI.

| Training Program | Job Growth anticipated through 2018 | Job titles listed in report that most closely match our training program |
|---|--|---|
| BIT Business Information Worker | 2% growth; 260 job openings 7% growth; 768 job openings 4% growth; 2,108 job openings 6% growth; 43 job openings 6% growth; 618 job openings (2013-2016 - San Diego) 5% growth; 1399 job openings (2013-2016 - San Diego) | Bill & Account Collectors Bookkeeping Acct & Auditing Clerks Office Clerks, General Office & Admin Support Workers Billing and Posting Clerks Receptionists and Information Clerks |
| Cisco academy and other computer certifications | 15% growth; 452 job openings 23% growth; 77 job openings 5% growth; 324 job openings 8% growth; 271 job openings 11% growth; 443 job openings 8% growth; 91 job openings | Computer Systems Analysts Information Security Analysts Computer Programmers Network & Computer Systems Administrators Computer User Support Specialists Computer Network Support Specialist |
| Web Server Maintenance & Security | 11% growth; 87 job openings 8% growth; 271 job openings 11% growth; 443 job openings | Database Administrators Computer User Support Specialists |

| Training Program | Job Growth anticipated through 2018 | Job titles listed in report that most closely match our training program |
|---|---|--|
| | | Computer Network Support Specialist |
| Interactive Media Certificate Program (IMCP) | 1% growth; 63 job openings (2013-2016 - San Diego) 1% growth; 55 job openings (2013-2016 - San Diego) 1% growth; 361 job openings (2013-2016 San Diego) | Multimedia Artists and Animators Commercial and Industrial Designers Graphic Designers |
| Front End Web Developer | 8% growth; 250 job openings (2013-2016 San Diego) 8% growth; 905 job openings (2013-2016 San Diego) | Web Developer Software Developers, Applications |
| Small Business & Project Management (project management embedded into all industries and not recognized as separate | 2% growth; 184 job openings (2013-2016 San Diego) | 15-1199.09 - Information Technology Project Managers |
| job title in LMI data - this one position is under other managers | | |

| Training Program | Job Growth anticipated through 2018 | Job titles listed in report that most closely match our training program |
|---|--|--|
| Auto Tech | 3% growth; 322 job openings | Automotive Service Technicians and Mechanics |
| Auto Body | 7% growth; 56 job openings | Automotive Body and Related Repairers |
| Combined Upholstery Trades | 11% decline; 13 job openings | Upholsterers |
| Electronic PrePress & Commercial Printing | 25% decline (2 openings per year) MINIMAL FOR WHAT TAUGHT | |
| Metal Fabrication | 23% growth, 19 job openings 2% decline; 47 job openings More research being conducted | Helpers--Pipelayers, Plumbers, Pipefitters, & Steamfitters Structural Metal Fabricators and Fitters |
| Welding | 1% decline; 141 job openings 7% growth; 24 job openings (This does not count replacement jobs available as incumbent welders retire) | Welders, Cutters, Solderers, and Brazers Welding, Soldering, and Brazing Machine Setters, Operators, and Tender |
| Electronics | 10% growth; 21 job openings | Electro-Mechanical Technicians |
| Plumbing* | 23% growth, 19 job openings More research being conducted | Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters |
| HVAC* | 15% growth; 167 job openings | Heating, Air Conditioning, and Refrigeration Mechanics and Installers |
| APPRENTICE—BCA, AGC | NA | |

| Training Program | Job Growth anticipated through 2018 | Job titles listed in report that most closely match our training program |
|---|---|--|
| | More work will be done on Apprenticeship programs | |
| Personal Care Assistant/Caregiver | 21% growth; 1,262 job openings | Personal Care Aides |
| Nursing Assistant | 13% growth; 749 job openings | Nursing Assistants |
| Nursing Assistant – Rehabilitative & Acute | 20% growth; 736 job openings | Home Health Aides |
| Child Development & Family Home Day Care | Statistics are combined for both Parent Education programs due to limited data 6% growth; 930 job openings | Childcare Workers |
| HCS Foods: Culinary Arts, Professional Bakeshop Skills & Preparation for the Health Care Professional | Statistics are combined for three HCS food programs: 14% growth; 7,556 job openings | Job titles are combined for three HCS Food programs: Food Service managers Chef and Head Cooks First Line Supervisors of Food Preparation and Serving Workers Cooks, Fast Food, Institution & Cafeteria Food Preparation and Serving Workers Food Batchmakers |

| Training Program | Job Growth anticipated through 2018 | Job titles listed in report that most closely match our training program |
|--|---|---|
| HCS Fashion: Clothing Construction & Sewn Product Business | Statistics are combined for both HCS Fashion/Textile programs 17% growth; 15 job openings 19, 250 jobs for Retail Sales persons 5,790 jobs for First-Line Supervisors of Sales Workers | Job titles are combined for both HCS Fashion/Textile programs Fashion Designers Costume Attendants Sewers, Hand Tailors, Dressmakers, and Custom Sewer Retail Sales First Line Supervisors Of Retail Sales Workers Sales Representatives (not technical and scientific) |

footnote:

Occupation Data: EMSI occupation employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry.

State Data Sources This report uses state data from the California Labor Market Information Department.

San Diego Adult Education Regional Consortium

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APPENDIX 3

This section contains the tables relevant to Objective Three.



3

PROGRAM AREA 01 TABLE 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|-------------------------------------|--|------------------|---|---|---|--|
| Educational Pathways Program Design | <p>Assess current Adult Education design to bridge adult education to postsecondary and the workforce</p> <p>Design pathways for adult education learners interested in employment or further education.</p> <p>Design program to transition adults between basic and college level skills, with emphasis on math, reading, and writing courses.</p> <p>Provide clear pathways for participants, regardless of their skill level at the point of</p> | | To Be Determined by Program Manager or Dean | San Diego Unified School District, San Diego Continuing Education, San Diego Community College District | <p>Utilize approved standardized assessment tests and provide training to Adult Educators</p> <p>CASAS will be used to appraise and pretest all basic education students at the start of the program and post-test students at exit.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career</p> | To be determined by available funding and resources. |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|---------------------|--|----------|
| | <p>entry, to advance as quickly as possible to postsecondary programs, ultimately into career sustaining employment.</p> <p>Provide guidelines regarding assessment, adult education classes, curriculum standards, data collection, and reporting.</p> <p>Develop a program system that includes multiple entry points for various functioning levels of adult learners that is aligned to clearly identify benchmarks, certificates, and/or degrees that lead to employment.</p> <p>Integrate Adult Education programs and services into</p> | | | | <p>inventories and diagnostic reading assessments.</p> <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs as well as students' interests, goals, and success.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|---|----------|
| | <p>career clusters.</p> <p>Partner with postsecondary providers to align assessment, curriculum, learner access, and articulation agreements.</p> <p>Integrate financial literacy, life skills, technology, and study skills into all levels of the curriculum.</p> <p>Encourage partnerships & collaboration with Workforce Investment Act cooperation with regional labor partners to identify high growth job clusters.</p> <p>Develop clear expectations and guidance on effective program planning and</p> | | | | <p>such as career inventories and diagnostic reading assessments.</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|------------------|--------------------------------|---|--|---------------------------------------|
| | <p>delivery of career cluster structure.</p> <p>Work with partners to develop a strong support services component to increase access, provide smooth transitions within educational providers.</p> <p>Identify and define resource needs, and demands for program development, as well student interest, to increase adult learner retention.</p> | | | | | |
| Assessments, Placement, Curriculum, & Instruction | <p>Implement modification and improvements that align with Common Core Standards.</p> <p>Fully implementing the state</p> | | TBD by Program Manager or Dean | San Diego Unified School District, San Diego | Utilize approved standardized assessment tests and provide training to Adult Educators | To be determined by available funding |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|--|--|-----------------------|
| | <p>ASE content standards for all functioning levels</p> <p>CASAS will be used to appraise and pretest all basic education students at the start of the program and post-test students at exit.</p> <p>Align intake procedures, student needs, orientation, and counseling with career pathways.</p> <p>Implement and integrate Career Pathways framework into curriculum.</p> <p>Refine curriculum according to workforce and students' needs.</p> | | | <p>Continuing Education,</p> <p>San Diego Community College District</p> | <p>CASAS will be used to appraise and pretest all basic education students at the start of the program and post-test students at exit.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments.</p> <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness</p> | <p>and resources.</p> |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|---|----------|
| | <p>Develop contextualized curriculum within a career cluster structure that have bridge into postsecondary education.</p> <p>Update Professional Development and improve curriculum according to new career pathway trends.</p> <p>Approve standardized assessment tests and provide training to Adult Educators.</p> <p>Assess current program alignment to a Career Pathways framework for planning and modifications.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> | | | | <p>and workforce needs as well as students' interests, goals, and success.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|---------------------|-----------------------|----------|
| | <p>Reevaluate program plans and implementation modifications periodically.</p> <p>Reevaluate workforce needs and demands for overall alignment</p> <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs as well as students' interests, goals, and success</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading</p> | | | | | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|--------------------------------|---|--|---------------------------------------|
| | <p>assessments.</p> <p>Ensure employment and postsecondary/occupational training contexts are implemented into the curriculum design.</p> <p>Maximize the use of technology by integrating technology in the classroom. Ensure learners acquire the technology literacy skills that are essential in postsecondary education and the workplace.</p> | | | | | |
| Professional Development | Teachers, counselors and administrators need ongoing professional development to develop the skills and knowledge needed to plan | | TBD by Program Manager or Dean | San Diego Unified School District, San Diego | Utilize approved standardized assessment tests and provide training to Adult Educators | To be determined by available funding |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|--|--|-----------------------|
| | <p>and implement and Adult Education Career Pathway System</p> <p>Ensure that all adult educators have ongoing, specialized professional development in the career cluster framework to deliver high-quality instruction and to use classroom support that fosters learner persistence.</p> <p>Provide orientation training on Adult Education Career Pathways to Adult Educators</p> <p>Provide online training modules for teachers and administrators</p> <p>Plan professional development on career</p> | | | <p>Continuing Education, San Diego Community College District</p> | <p>CASAS will be used to appraise and pretest all basic education students at the start of the program and post-test students at exit.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments.</p> <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness</p> | <p>and resources.</p> |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|--|----------|
| | <p>pathways.</p> <p>Offer individualized multi-year professional development plan to adult educators</p> <p>Offer ongoing professional development opportunities to strengthen program and curriculum</p> <p>Modify professional development plan according to new trends and adult educators' individual needs.</p> <p>Provide training on models that differentiated instruction that will assist programs with limited staff or learners in the development of instruction for a particular job cluster.</p> | | | | <p>and workforce needs as well as students' interests, goals, and success.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments.</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|-----------------------|----------|
| | <p>Ensure that all instructors and administrators utilize classroom supports that promote career pathways progression and assist learners to manage barriers to participation, build self-efficacy, set realistic goals, and see measurable progress.</p> <p>Design and deliver specialized professional development and support for student transitions.</p> <p>Provide professional development to integrate and enhance technology in the instruction.</p> <p>Provide professional development relating to new</p> | | | | | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|--------------------------------|---|--|--|
| | <p>models and instructional strategies for contextualized teaching and learning.</p> <p>If accessible, utilize a statewide professional development task force to design core training for all adult educators that addresses work and career readiness skills such as team building, critical thinking, problem solving, study skills, and career assessment.</p> | | | | | |
| Student Support Services | Provide services such as tutoring, career counseling, career exploration and planning and access to case management, child care, transportation, financial aid, and job placement. | | TBD by Program Manager or Dean | San Diego Unified School District, San Diego Continuing Education, | Utilize approved standardized assessment tests and provide training to Adult Educators CASAS will be used to appraise and pretest all | To be determined by available funding and resources. |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|--------------------------------------|--|----------|
| | <p>Provide comprehensive student support to reduce personal barriers to retention and progress that promote smooth transitions within and between educational/training providers and into the workforce.</p> <p>Align intake procedures, student needs, orientation, and counseling with career pathways</p> <p>Provide students with career pathways orientation and counseling.</p> <p>Explore, identify, and share options for providing high-quality counseling and advising to assist all adult education learners in</p> | | | San Diego Community College District | <p>basic education students at the start of the program and post-test students at exit.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments.</p> <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs as well as students' interests, goals, and</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|---|----------|
| | <p>designing an appropriate social, academic, and or successful transitions along the way.</p> <p>Promote and coordinate regular outreach by community colleges and other training providers to assist adult learners in connecting with financial aid.</p> <p>Develop closer partnerships with community service agencies.</p> <p>Provide support services that empower all learners to take responsibility for self-advocacy.</p> <p>Partner with agencies in the community to provide case</p> | | | | <p>success.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments.</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|---------------------|-----------------------|----------|
| | <p>management services and continued support to assist learners.</p> <p>Integrate research-based learner persistence strategies for all adult education learners.</p> <p>Provide a structure and support necessary to accommodate work schedules and other responsibilities of adult education learners, including transportation, childcare, and family literacy services.</p> <p>Build on and/or establish mentorship and apprenticeship programs.</p> | | | | | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|--------------------------------|--|---|--|
| Partnerships | <p>Build partnerships with businesses that are mutually beneficial relationships.</p> <p>Work with key stakeholders to identify regional skill needs and design and provide career pathways programs that target those needs.</p> <p>Align resources to support adult education career pathways goals.</p> <p>Enlist the support of state level intra- and inter-agency partners in developing a common message that encourages participation in adult career pathway partnerships at the local level.</p> <p>Develop targeted marketing</p> | | TBD by Program Manager or Dean | <p>San Diego Unified School District,</p> <p>San Diego Continuing Education,</p> <p>San Diego Community College District</p> | <p>Utilize approved standardized assessment tests and provide training to Adult Educators</p> <p>CASAS will be used to appraise and pretest all basic education students at the start of the program and post-test students at exit.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading assessments.</p> | To be determined by available funding and resources. |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|---------------------|---|----------|
| | <p>strategies for specific audiences, including potential learners, employers, policy makers, and partnering agencies.</p> <p>Identify and solicit funding partners, including both private and public sectors to support and enhance pathways initiatives.</p> <p>Identify community, education, and businesses partnerships.</p> <p>Establish community, business, and education partnerships.</p> <p>Obtain advice from partners to improve program design.</p> | | | | <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs as well as students' interests, goals, and success.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-secondary assessments such as career inventories and diagnostic reading</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------------------------|---|------------------|--------------------------------|--|---|--|
| | Leverage resources across systems. | | | | assessments | |
| Accountability & Progress Indicators | <p>Continue to expand and strengthen the state’s accountability system to document, evaluate, and improve student and program outcomes on a continuing basis.</p> <p>Develop career pathways performance measures and state-level outcomes.</p> <p>Analyze transition data and program outcomes to set goals for continuous improvement.</p> <p>Implement data driven</p> | | TBD by Program Manager or Dean | <p>San Diego Unified School District,</p> <p>San Diego Continuing Education,</p> <p>San Diego Community College District</p> | <p>Utilize approved standardized assessment tests and provide training to Adult Educators</p> <p>CASAS will be used to appraise and pretest all basic education students at the start of the program and post-test students at exit.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to work related and post-</p> | To be determined by available funding and resources. |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|---|----------|
| | <p>program improvement from year one that provides regular increases in the percentage of students transitioning annually.</p> <p>Explore ways to track outcomes for all learners not currently being captured through the system.</p> <p>Explore the use of a statewide learner identification system.</p> <p>Analyze student outcomes and employment.</p> <p>Use data appropriately in making policy, procedural, and funding decisions.</p> <p>Track longitudinal data on learning gains and</p> | | | | <p>secondary assessments such as career inventories and diagnostic reading assessments.</p> <p>Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs as well as students' interests, goals, and success.</p> <p>Assess students' needs, goals, skills, interests, and placement levels.</p> <p>Identify a continuum of appropriate assessments from basic skills assessments to</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|------------------|----------------------|---------------------|--|----------|
| | <p>employment outcomes and make information available statewide.</p> <p>Develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.</p> <p>Develop and utilize a system that gathers and collects student/program data on:</p> <p>enrollment and retention of adult basic education students participating in postsecondary career pathways programs</p> <p>successful completion of remedial and core courses</p> | | | | <p>work related and post-secondary assessments such as career inventories and diagnostic reading assessments</p> | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|------------------|----------------------|---------------------|-----------------------|----------|
| | <p>building towards college-level skills (basic skill gains, passing pre-college writing or math)</p> <p>advancement from remedial to credit-bearing courses</p> <p>completion rates and the number and type of certificates or degrees attained</p> <p>transition rates from basic skills to progressively higher levels of coursework</p> <p>employment outcomes, including wages, benefits, retention, upgrades in pay, promotions</p> <p>whether graduates secure</p> | | | | | |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--------------------------------------|------------------|----------------------|---------------------|-----------------------|----------|
| | jobs related to their field of study | | | | | |

PROGRAM AREA 02 TABLE 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|-----------------------------|----------------------------|---|------------------|
| transition ESL students to ASE/HSE | Develop High School Prep Class on site or online | train teachers, counselor support, collaboration time between faculty, counselors and navigators hardware, software and Internet requirements | | SDCE, SDUSD | track HS diploma and GED attainment | 1.0 to 1.5 years |
| transition ESL students to ASE/HSE | | hire and train ESL teachers for this class | | SDCE, SDUSD | track course completion and transition to ASE | 1.0 to 1.5 years |
| transition ESL students to college credit courses | ESL students take ESL Transition to College course to develop writing skills and learn about the | in place | | SDCE | track ELA placement at the credit college | 1.0 year |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|-----------------------------------|---|---|-----------------------------|----------------------------|---|------------------|
| | 3- tier CA college system, financial aid, etc Require ESL 7 students to take the Accuplacer Prep Class if goal is college attendance | | | | | |
| transition ESL students to CTE | students identify career area of interest | Counselor presentations and ESL Orientation sessions help students decide | | SDCE | | 1.0 year |
| transition ESL students to CTE | Assess prerequisite English skills | Counselors assign students to appropriate level of Prevocational ESL | | SDCE | Student retention data | 1.5 to 2.0 years |
| transition ESL students to CTE | Assess progress in Prevocational ESL | Develop customized curriculum for CTE | | SDCE | CASAS Workforce Series and teacher made tests | 1.0 to 2.0 years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------------------|--|--|----------------------|---------------------|--|------------------|
| | | classes (English for Careers), collaboration between ESL/ABE teacher and CTE teacher | | | | |
| transition ESL students to CTE | Place in CTE class when students have mastered prerequisite skills | in place | | SDCE | track course completion and job attainment | 2.0 to 3.0 years |

PROGRAM AREA 03 TABLE 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|-----------------------------|----------------------------|--|-----------------|
| Adults with Disabilities transition to postsecondary education and employment | CDCP Certificate Program for DSPS students focusing on vocational exploration, assessment, work experience and employment outcomes. | One full-time instructional faculty member, one part-time instructional faculty member. Curriculum Development for Certificate Program | 200,000 | SDCE | Certificates earned, employment outcomes | 2 years |
| Adults with Disabilities seamless access to assessment, orientation, counseling and educational plans | Training of all student services faculty and staff to ensure immediate access for DSPS students to all student services | One week training including topics of disability awareness, accommodation process and procedures | 10,000 | SDCE | Increased number of DSPS students assessed, oriented and education plans developed | 2 Years |
| Adults with | Develop annual | Faculty time | 2,000 | SDUSD and | Data on transitioning | 2 Years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|----------------------|---------------------|-----------------------|----------|
| Disabilities transition to postsecondary education | informational event for Special Ed Dept. Chairs from area high schools clarifying referral process, disability verification requirements, as well as an overview of programs offered. | commitment from both SDUSD and SDCE, resources for hosting event. | | SDCE | student enrollment | |

PROGRAM AREA 04 TABLE 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|-----------------------------|-----------------------------|--|-----------------|
| Adult SDUSD to SDCE SDCE to SDCE SDCE to CTE SDCE to Credit SDCE to Workforce: Students face challenges with transportation, child care, finances for supplies and other environmental or circumstantial barriers that negate transitioning | Employ approaches to address transitional need. | Release time for faculty to create and implement approaches | TBD | SDCE | Track number of approaches created | 1-2 years |
| | Partnering with organizations that offer low or no cost services | Release time to build community partner relationships | TBD | SDCE and Community Partners | Track additional resource offered to SDCE students from Community Partners | 1 plus years |
| | Providing scholarships for class supplies | Funds for Scholarships | TBD | SDCE | Track success of students who receive scholarships | 2 years |
| | Create seminars to | | TBD | SDCE | Track transition | 1 plus |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|-----------------------------|----------------------------|---|-----------------|
| | educated students about organization and life skills that would increase school attendance, completion and transition. | Release time to create and conduct frequent seminars | | | for students who attended seminars | years |
| Adult SDUSD to SDCE SDCE to SDCE SDCE to CTE SDCE to Credit SDCE to Workforce: Students face internal self -imposed barriers such as lack of self confidence, fear of the unknown, and lack of self-esteem and perseverance that negate transitioning. | Create orientation directly focused on success addressing emotional wellness, realistic expectations, and goal completion | Release time to create and conduct frequent orientations | TBD | SDCE | Track transition for students who completed orientations | 2-4 years |
| | Outreach, referral and follow up with to students who struggle with internal barriers. | Release time for PD creation, attendance and implementation regarding identifying student's | TBD | SDCE | Track number of referrals. Track transitions for students who were referred | 1-2 years |
| | | | TBD | SDCE | Track number of counseling appointments | 1 plus years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|--|-----------------------|-------------------------|--|--------------------------------------|
| | <p>Mentoring/Coaching partnerships (such as peer navigator ambassadors or peer mentoring) readily available to students</p> <p>Counselor recognition/visibility so students are comfortable with individual counselors to seek help</p> <p>Create individualized student plans utilizing resources within and outside of district</p> | <p>internal barriers.</p> <p>Increase counselors to allow allocation of time for counselors to address and follow up.</p> <p>Release time create and manage the peer navigator program</p> <p>Counseling</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE</p> | <p>dedicated to reducing internal barriers.</p> <p>Track utilization of peer navigator program and unexpected outcomes</p> <p>Track utilization of counseling services</p> | <p>2-4 years</p> <p>1 plus years</p> |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|----------------------|---------------------|---|--------------|
| | | time allocated for counselors to regularly visit classrooms | | | | |
| Adult SDUSD to SDCE SDCE to SDCE SDCE to CTE SDCE to Credit SDCE to Workforce: Counseling | Encourage SDUSD counselors to suggest vocational training as a valid option upon graduation. | Release time for information sharing | TBD | SDCE and SDUSD | Track SDUSD graduates interest in SDCE CTE programs | 1 plus years |
| | Build counseling connection between SDCE counselors | | TBD | SDCE | Assess professional development | 1 plus years |
| | Increase communication between SDCE, SDCCD, SDUSD counselors | Release time for PD | TBD | SDCE,SDCCD, SDUSD | Assess professional development | 1 plus years |
| | Create and manage the provision of at least once-per- semester counselor workshops with all partners | Release time for PD | TBD | SDCE,SDCCD, SDUSD | Track counselor attendance at workshops. | 2-3 years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|--|-----------------------|--|---|--------------------------------------|
| | <p>within the consortium to build relationships, disseminate information and share best practices.</p> <p>Maintain and update a counseling website or central repository that all consortium partners could access</p> <p>Create and offer career options seminars to educate students (SDCE and SDUSD) about career pathways to help students make an informed decisions about program selection</p> | <p>Counselor leader of each consortium member</p> <p>Time allocated to the creation and updating the website or repository.</p> <p>Time allocated to create and frequently</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE, SDCCD, SDUSD</p> <p>SDCE, SDUSD</p> | <p>Track visits to website.</p> <p>Track attendance at seminars</p> | <p>2-5 years</p> <p>1 plus years</p> |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|--|----------------------|------------------------------|--|--------------|
| | | offer career options seminars | | | | |
| Adult SDUSD to SDCE SDCE to SDCE SDCE to CTE SDCE to Credit SDCE to Workforce: Student transition is improved when progress indicator are created and in alignment. | Create consistent student number to track transitions throughout consortium | Legislation supporting unified tracking/identification system that is not restricted by additional regulations Funding for creation and management of new IDs | TBD TBD | Government Government | Track ease of data collection and report generation. | 3-5 years |
| SDCE to Workforce: Improved articulated pathway to the workforce student preparedness, job | Increase the number of industry guest speakers to present job openings | Time allocated to build relationships with | TBD | SDCE, Community Partners | Track number of guest speakers | 1 plus years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|----------------------|--------------------------|--|--------------|
| search steps, where to go to look for job, and apathy. | Provide time within a course for faculty to teach soft skills requested by employers in addition to the trade. | community partners | TBD | SDCE, Community Partners | Curriculum is updated to include soft skills | 1-3 years |
| | Create and utilize a check-in framework for students to be constantly thinking about transition to workforce throughout their voc training. | Release time to revise course outlines | TBD | SDCE | Track progress from check-ins | 1-2 years |
| | Check-in counselor maintains industry and workforce knowledge | Time allocated to provided regular check-ins | TBD | SDCE, Community Partners | NA | 1 plus years |
| | Create and implement an exit counseling protocol that will include timely certificate distribution, gathering feedback and addressing students next steps including referrals to local | Release time for maintaining industry knowledge | TBD | SDCE, Community Partners | Track utilization of exit counseling | 2-5 years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|------------------------------|---|---|----------------------|--------------------------|---|--------------|
| | <p>staffing agencies and one stop career centers.</p> <p>Create and provide seminars on steps to attaining employment</p> | <p>Release time for creation and implementation of exit protocol</p> <p>Release time to create and provide seminars</p> | TBD | SDCE, Community Partners | Track student attendance at seminars | 1-2 years |
| SDCE to Credit: Articulation | Create additional articulation agreements and renew current agreements | Time allocated for deans to meet. Time allocated to | TBD | SDCE, SDCCD | Track creation and and renewal of articulation agreements | 2 plus years |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|--|-----------------------|--------------------------------|--|--------------------------------------|
| | <p>Create and provide professional development to assure current, accurate and thorough information about articulation is known throughout SDCE</p> <p>Create and manage a Career day (possibly with buses to bring students to the college) to familiarize the students with Credit</p> | <p>build relationships with Credit to increase acceptance of articulation proposals</p> <p>Release time for the creation of PD and attendance at PD</p> <p>Release time to create and manage Career day program.</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE, SDCCD</p> | <p>Track SDCE employees knowledge of articulation agreements</p> <p>Track attendance at Career day</p> | <p>1 plus years</p> <p>2-3 years</p> |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|---|----------------------|---------------------|---|-------------------------|
| | | Funding for transportation , marketing, and any other hard cost associated with career day. | | | | |
| SDCE to SDCE SDCE to CTE SDCE to Credit SDCE to Workforce: Student transitions improve when student services staff know and explain transition pathways clearly | Create and provide PD to address information gaps Create and post signage for example: “Where are you going next?” with possibilities/pathways on the sign. | Release time for PD Time allocated to creation of signage. Funding for hard costs of signage | TBD TBD | SDCE SDCE | Track attendance at PD Well designed easy to read signs placed appropriately | 1-2 years 1 year |
| High School to CE Vocational Training | High school advisory board participation | Release time for | TBD | SDCE and SDUSD | Track participation of | 1 year |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|---|--|-----------------------|---|---|---|
| | <p>Utilize CTE courses offered within the K-12 system as a feeder to subsequent courses offered through SDCE to complete a CTE program started in K-12</p> <p>Create awareness of subsequent CTE course offerings through SDCE that would complete a program series started within the K-12 system by utilizing marketing strategies and materials</p> <p>Employ Outreach coordinator to maintain</p> | <p>participation in advisory board</p> <p>No additional resources needed</p> <p>Funding for hard and soft costs for developing and distributing marketing materials</p> <p>1 ongoing</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE and SDUSD</p> <p>SDCE and SDUSD</p> | <p>SDCE at board meetings</p> <p>Track number of students transitioning from k-12 into CTE programs</p> <p>Track number of students transitioning from k-12 into CTE programs</p> | <p>1 plus years</p> <p>1 plus years</p> |

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|----------------------------|--|----------------------|----------------------|---------------------|--|-----------|
| | currency regarding new and emerging programs at the K-12 and SDCE levels | Outreach coordinator | TBD | SDCE and SDUSD | Track number of students transitioning from k-12 into CTE programs | 1-2 years |

APPENDIX 4

This section contains the tables relevant to Objective Four.



4

PROGRAM AREA 01 TABLE 4.1 SDUSD Adult Education Program

SAN DIEGO UNIFIED ADULT EDUCATION PROGRAM
SECONDARY BASIC SKILLS (SDUSD Adult Education Program)

Table 4.1: SDUSD Adult Education Program

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

| Description of the Gap | Strategies to Address the Gap | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|---|--|---|---|
| <p>SDUSD adult education program does not currently operate an Elementary Basic Skills (ABE) program. Because numerous students need ABE</p> | <p>Establish an ABE Committee comprised of SDUSD adult education personnel, SDCE personnel, and other interested stakeholders to complete the following tasks: Develop the</p> | <p>Adequate fiscal resources to proceed as follows: Hire 2 certificated FTE's and 1 classified support staff employee to operate the new program Purchase needed</p> | <p>Total Estimated Cost: \$251,234 2 Certificated FTE's: \$200,704 Other Costs: \$50,530</p> | <p>SDUSD adult education faculty, staff, administration, and other interested stakeholders. SDCE ABE and ASE faculty.</p> | <p>Assessment will include the following:</p> <ul style="list-style-type: none"> ● Placement assessment ● Formative assessment ● Summative assessment ● Benchmark assessment ● Unit assessments ● Writing Samples | <p>Projected Program Development Dates: July 2015 through June 2016 Projected Program Start Date: September 2016 or sooner if adequate</p> |

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| <p>instruction prior to enrolling in the ASE high school diploma program currently offered, the need to establish an ABE program is a top priority in order to better meet the needs of adult learners.</p> | <p>operational structure of the new ABE program.</p> <p>Research ABE curricula and assessment instruments currently utilized in other adult education ABE programs that incorporate contextualized learning and career readiness skills into comprehensive elementary basic skills reading, mathematics, and writing instruction.</p> | <p>textbooks, computer hardware and software, ABE curriculum, textbooks, and assessment instruments.</p> <p>Secure 2 additional adult school site locations to house the new ABE classes.</p> <p>Obtain new phone, fax, and technology access in each new classroom.</p> <p>Provide custodial assistance for set-up of the new</p> | | | <ul style="list-style-type: none"> ● Teacher Observation <p>The following student placement procedures and/or assessment instruments may be utilized:</p> <ul style="list-style-type: none"> ● CASAS ABE Intake Process ● CASAS Pre/Post Benchmark Assessments ● TABE 9 & 10 ● TABE Adaptive ● Test Mate for TABE ● TABE Clas-E ● Other appropriate assessment instruments | <p>funding is received.</p> |
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| | <p>Research, select and/or develop curriculum and assessment materials to be utilized in the program.</p> <p>Provide ABE professional development workshops to individuals who will be working in the new program as well as to other interested stakeholders.</p> <p>Recruit new students for the program and encourage</p> | sites. | | | | |
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| | current students in need of ABE instruction to enroll in the program. | | | | | |
| Due to a retirement and the inability to refill the position due to funding reductions, the Adult School Curriculum | Reinstate the certificated position of Adult Education Curriculum Developer. Recruit and hire a Curriculum | Adequate fiscal resources to hire 1 certificated FTE. Purchase new ASE program curricula materials, | Total Estimated Cost: \$160,652 1 Certificated FTE: \$100,352 Other Costs: \$60,300 | SDUSD faculty and administration. | The Curriculum Developer will be evaluated using the standard SDUSD employee evaluation instrument for this position. Further, successful job | Projected Start Date of Position: September 2015 Curriculum Development |

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| <p>Developer position has been vacant for the past 2 years. Now, more than ever, an individual is needed to help implement critical curricular shifts due to the implementation of Common Core State Standards and the need to ensure that curricula is relevant to the adult learner with clear linkages to</p> | <p>Developer with adult education teaching and/or administrative experience.</p> <p>Provide new hire with professional development, as necessary, related to the job description for the Curriculum Developer position.</p> <p>ASE Independent Study curricula materials will be developed in all subject areas required to obtain the adult education high school diploma</p> | <p>textbooks, and assessment instruments that are aligned to Common Core State Standards and relevant to the adult learner with clear linkages to real-life conceptualized content, college readiness, and career pathways.</p> <p>Purchase new computer hardware and software to be used by Curriculum Developer.</p> | | | <p>performance will be evidenced by:</p> <p>The ability to work as a team member with adult education faculty, staff, students, and administration.</p> <p>Evidence of thorough understanding of adult learning theory, Common Core State Standards, and conceptualized content relevant to the adult learner.</p> <p>Awareness of adopted California state textbooks in</p> | <p>Dates: Ongoing.</p> |
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| <p>real-life learning, college and career readiness skills, and career pathways.</p> | <p>including English Language Arts, Fine Arts, Mathematics, Science, Social Studies, and Career/Computer Education. All courses will be aligned to Common Core State Standards and be relevant to the adult learner with clear linkages to real-life conceptualized content, college readiness, and career pathways.</p> | | | | <p>the aforementioned subject areas in addition to supplemental resource materials geared to the adult student.</p> <p>Timely development of ASE Independent Study curricula in all courses required for the obtainment of the adult education high school diploma by following the guidelines as outlined in the corresponding “Strategies” column of this</p> | |
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| | | | | | document. Ability to develop formative, summative, and benchmark assessment instruments. | |
| The Adult School utilizes the services of 4 individuals who work as | Establish the position of Adult School Registrar according to district | Adequate financial resources to hire for this new position. | Total Estimated Cost: \$61,389 1 Classified FTE: \$59,620 | SDUSD Administration | The Adult School registrar will be evaluated using the standard SDUSD employee | Projected Position Hire Date: July 2015 Projected |

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| <p>full-time registrars at high schools throughout the district. These individuals work when they can, after their regular workday, as registrars for the adult school. In order to better serve adult school students, counselors, and teachers, one full-time adult school registrar, who would be located in the adult school</p> | <p>guidelines.</p> <p>Develop job description, specific to Adult School needs, for the new registrar position.</p> <p>Recruit, interview, and hire for the new position.</p> <p>Provide the new hire with professional development specific to the use of the PowerSchool student data system.</p> | <p>1 computer and printer</p> | <p>Other Costs: \$1,769</p> | | <p>evaluation instrument for this position. Further, successful job performance will be demonstrated by satisfactorily processing the following:</p> <p>Student Transcripts Student Grade Reports High School Diplomas Student enrollment, drop, and transfers Beginning and end-of-year reporting Student cum records</p> | <p>Implementation of Tasks Dates: July 2015 through November 2015.</p> |
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| <p>office, is needed to provide service to all adult school sites in order to provide centralized procedural guidelines, greater efficiency and timely response time.</p> | | | | | | |
| <p>At present, very few ASE courses are embedded with Career Technical Education (CTE) curricular content.</p> | <p>Establish a CTE curriculum committee comprised of faculty from both the SDUSD and SDCE programs to work closely with the new Curriculum</p> | <p>Adequate financial resources are needed to; Establish the CTE Curriculum Committee Establish the CTE Advisory</p> | <p>Total Estimated Cost: \$42,234 Hourly Compensation for Participants: \$25,000 Other Costs: \$17,234</p> | <p>Faculty from San Diego Unified School District adult education program. Faculty from San Diego Continuing</p> | <p>A significant increase in the number of students who successfully transition to further study in a career pathway or into gainful employment will</p> | <p>Projected Implementation Dates: July 2015 through June 2016</p> |

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| <p>In an effort to ensure all adult students acquire the necessary skills to obtain future gainful employment, CTE curricular content will be embedded into ASE curricula as new courses are developed.</p> | <p>Developer for the purpose of embedding CTE content in all ASE high school diploma courses.</p> <p>Revise formative and summative assessment tests for high school subjects to include evaluation on the added CTE course content for each course.</p> <p>Work closely with the SDUSD Career and Technical Education Office and the Chair of the SDCE</p> | <p>Committee</p> <p>Purchase supplemental CTE curricular materials for ASE high school diploma subjects.</p> <p>Provide opportunities for students to visit businesses and/or industries of interest, by way of arranged field trips, prior to making career pathway decisions.</p> | | <p>Education and college credit programs.</p> <p>Representatives from both districts' CTE and ROP programs</p> <p>Representatives for local business and industry</p> | <p>demonstrate the effectiveness of this endeavor.</p> | |
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| | <p>Vocational Education Department to provide guidance on course content.</p> <p>Establish an “Advisory Committee” comprised of CTE educators from SDCE and SDUSD, ROP educators from SDUSD, local business and industry employers, and other interested stakeholders to provide guidance on the skills students need to successfully</p> | | | | | |
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| | transition to the workplace - as well as information on current high-demand area jobs. | | | | | |
| Each year hundreds of adult education students earn the jointly awarded (SDUSD and SDCE) high school diploma and transition on to community college, a career pathway, or the workplace. | <p>Recruit, train, and hire 4 additional student mentors for placement at the proposed new Adult School sites.</p> <p>Recruit, train, and hire one additional student mentor for each current Adult School site location.</p> | Adequate financial resources to hire 8 additional student mentors and to provide professional development for new hires. | <p>Total Estimated Cost: \$111,550</p> <p>Payroll Costs for 8 Student Mentors: \$110,050</p> <p>Other Costs: \$1,500</p> | SDUSD Adult School faculty and administration. | <p>Success indicators for this effort should include the following:</p> <p>Satisfactory Student Mentor Evaluations</p> <p>Increased student enrollment at each site</p> <p>Increased student retention at each site</p> | <p>Projected Position Hire Date: September 2015</p> <p>Projected Implementation of Tasks Dates: September 2015 through June 2016</p> |

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| <p>Many of these students attribute successful high school diploma completion to the one-on-one tutoring and encouragement they received from an Adult School student mentor. Student mentors are college students who play a major role in the success of ASE Independent Study students.</p> | <p>Provide needed professional development for new student mentor hires.</p> <p>Provide job shadowing opportunities for all new hires.</p> <p>Revise the Student Mentor Handbook</p> <p>Continue the successful collaboration with the SDCE Employee Training Institute which makes the hiring of student mentors possible.</p> | | | | <p>Increased number of students obtaining the high school diploma</p> <p>Increased number of students successfully transitioning to community college programs</p> <p>Increased number of students successfully transitioning to the workplace</p> <p>Decision by some students to serve as future student mentors in the Adult School</p> | |
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| <p>Further, because many mentors plan to enter the education field, this is an invaluable experience for them as well. In an effort to provide more students with this invaluable one-on-one assistance and encouragement needed to succeed, additional student mentors are needed.</p> | | | | | | |
| <p>As Adult School faculty</p> | <p>Establish the position of Adult</p> | <p>Adequate financial</p> | <p>Total Estimated Cost: \$129,852</p> | <p>SDUSD adult education</p> | <p>Satisfactory performance of</p> | <p>Projected Position Hire</p> |

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| <p>and staff endeavor to provide students with a strong instructional program that will enable them to make successful transitions to college and/or the workplace, it has become clearly evident that focused College/Career counseling is also needed to ensure successful transition. It is envisioned that this individual will serve as an</p> | <p>School College/Career Counselor Develop a job description for this new position that clearly outlines the job responsibilities which include providing guidance, direction, and instruction to students in the following areas:</p> <p>College transition</p> <p>Career pathway transition</p> <p>Financial aid</p> <p>College</p> | <p>resources needed to: Employ a College/Career Counselor Purchase relevant reference and student materials/books Computer hardware and software</p> <p>Provide an office or classroom location for the counselor.</p> <p>Provide needed furniture.</p> <p>Provide fax, phone, and internet</p> | <p>1 Certificated FTE: \$100,352 Other Costs: \$29,500</p> | <p>teacher/advisors . SDCE and community college credit program counselors, resource personnel, administration, and other interested stakeholders from the college community, business, industry, and the San Diego Workforce Partnership.</p> | <p>the College/Career Counselor will be assessed by the utilization of the district's performance evaluation process. Further success indicators for this position will include the following:</p> <p>A significant increase in the number of vocational certificates awarded</p> <p>A significant increase in the number of high school diplomas</p> | <p>Date: September 2015</p> <p>Projected Implementation of Tasks Dates: September 2015 to June 2016</p> |
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| <p>invaluable “navigator” for students - helping them acquire the necessary skills to navigate into college or career life. Thus, an Adult School College/Career Counselor is needed.</p> | <p>enrollment and assessment</p> <p>Job interviewing and application</p> <p>Soft skill development needed for college and the workplace</p> <p>“Survival tips” for college and the workplace</p> <p>Establish collaboration with the San Diego Workforce Partnership to provide joint services to students.</p> | <p>connections in the new location.</p> <p>Purchase and/or develop a student data system to track students upon exit from the adult school.</p> | | | <p>awarded</p> <p>A significant increase in the number of students who successfully transition into jobs in business or industry</p> <p>A significant increase in the number of students that transition onto a career pathway for further study</p> <p>A significant number of students who successful transition into a community college</p> | |
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| | | | | | <p>program</p> <p>Positive student surveys</p> <p>Results obtained from the following will also be utilized as part of the evaluation process:</p> <p>Student Tracking Data and assessment</p> <p>TOPSPro Entry/Exit student data</p> | |
| The San Diego Unified School District is the second largest school district | Establish one additional Adult School site in SDUSD cluster area 3 and one | Ongoing dedicated funding to support 2 certificated FTE | Total Estimated Cost: \$251, 444 | SDUSD and SDCE faculty, staff, administration, students, | The effectiveness of this endeavor will be evaluated to the degree that the following | Projected Implementation Dates: 2015-16 school year or the 2016-17 |

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| <p>in the state and serves over 132,000 students. The district is proud to have offered adult education courses for more than 100 years. Since 1970, San Diego Adult School has focused on developing a program of excellence in only one adult education program area, Adult Basic Secondary Education (ASE), and has</p> | <p>additional site in cluster area 6</p> <p>In a collaborative effort with SDUSD senior high school principals and other interested stakeholders. determine the best locations for site placement that will enable the highest number of students to be served.</p> <p>Obtain input from the SDUSD Adult Education Committee.</p> <p>Obtain</p> | <p>teaching positions.</p> <p>Purchase of needed classroom furniture, textbooks, curricula materials, and the like</p> <p>Funding for phone, fax and technology line installation.</p> <p>Funding for Professional Development</p> <p>Funding to cover the cost of personnel to perform the</p> | <p>2 Certificated FTE's: \$200,704</p> <p>Other Costs: \$50,740</p> | <p>community members, district high school principals, and all interested stakeholders.</p> | <p>measurable indicators are achieved:</p> <p>A significant increase in student enrollment by students previously not served by the Adult School.</p> <p>A significant increase in student retention.</p> <p>A significant increase in the number of student obtaining the adult education joint high school diploma</p> <p>A significant</p> | <p>school year (Dependent upon receipt of funding.)</p> |
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| <p>been providing all courses needed to obtain the joint adult education high school diploma which is awarded jointly with SDCE. The success of the Adult School is evidenced each year as numerous young adult learners, who were on the way to becoming a drop-out statistic, earn the diploma. This success</p> | <p>community input.</p> <p>Obtain input from the SDCE Advisory Committee.</p> <p>Secure needed classroom and restroom locations in areas with direct public access and separated from the main school campus.</p> <p>Arrange for personnel to handle the physical move of furniture, technology, curriculum materials, and</p> | <p>physical labor required to establish two new classroom site locations.</p> <p>Funding for one additional clerk in the Adult School Office to assist with the increased workload in clerical duties.</p> | | | <p>increase in the number of students successfully transitioning to community college programs</p> <p>A significant increase in the number of students successfully transitioning to continue study in a career pathway.</p> <p>A significant increase in the number of students successfully transitioning to the workplace</p> | |
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| <p>is attributed to the school's ability to place adult school sites directly on high school campuses - creating a bridge to success for students instead of a bridge to high school drop-out. For the past several years there has been an evident need to open additional Adult School sites in areas of the district that are far</p> | <p>the like.</p> <p>Arrange for installation of phone, fax, and technology lines.</p> <p>Recruit, interview, and, hire teachers in accordance with district guidelines.</p> <p>Provide needed professional development, on an ongoing as needed basis, on all job responsibility aspects for newly hired teachers.</p> <p>Develop and</p> | | | | <p>A significant increase in the number of students passing the CAHSEE and/or other future state-adopted high school diploma assessment instruments.</p> | |
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| <p>from currently operating sites. It has been impossible for the Adult School to meet this ongoing, ever-increasing need for service due to funding flexibility, which resulted in loss of revenue. In fact, it was necessary to close one Adult School site due to funding cuts. At present, the adult school</p> | <p>distribute student and community surveys to receive input on possible site locations.</p> | | | | | |
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| <p>operates 4 ASE sites and one site that now serves as a Special Education Support Lab The district is divided into 6 very large cluster areas with numerous high schools in each area. At present the Adult School operates sites in 4 of the 6 cluster areas. In order to more adequately and equitably serve adult learners in the SDUSD,</p> | | | | | | |
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| <p>there is a need to open a minimum of 2 additional Adult School site locations. It is clear that student access equals student success.</p> | | | | | | |
| <p>Due to ongoing reductions in adult school funding over the past 5 years, the Adult School has been unable to keep up with the technology needs of the school. In</p> | <p>Establish the Adult School Technology Committee which will be comprised of SDUSD and SDCE faculty, staff, administration, students, representatives from business and industry,</p> | <p>Adequate funding to implement the recommendations made by the newly established Adult School Curriculum committee in all the areas of recommendation specified in the previous column.</p> | <p>Total Estimated Cost: \$212,540 (This is a best estimate cost projection. Actual cost will be dependent upon committee recommendations.)</p> | <p>Adult School Technology Committee and adult school administration</p> | <p>The effectiveness of this endeavor will be evaluated to the degree that the following measurable indicators are achieved:</p> <p>A significant increase in test passage rates for students who</p> | <p>Projected Implementation Dates: September 2015 through June 2016</p> |

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| <p>order to adequately prepare students to successful transition into college study, a career pathway, or the workplace, the availability of technology for student use in the classroom is imperative. Further, access to up-to-date hardware and software will provide students with the ability to complete courses at an</p> | <p>representatives from the San Diego Workforce Partnership, and other interested stakeholders.</p> <p>Committee will assess the school's technology needs with a focus on student learning, online learning, computer-based courses, student assessment, and student transition to community college, a career pathway, or the workforce.</p> <p>Committee will provide</p> | <p>Ongoing professional development in the use of technology in the classroom that will be directly related to recommendations made by the Adult School Technology Committee.</p> | | | <p>receive test preparation for the CAHSEE, GED, and ACCUPLACER assessments. will be demonstrated.</p> <p>Student achievement will significantly increase while enrolled in the Adult School due to added technological support.</p> <p>Adult School retention rates will significantly increase due to students' ability to utilize technology in the classroom</p> | |
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| <p>accelerated rate. Finally, there is no question that students need to acquire the technological skills required to successfully compete in future study and work endeavors.</p> | <p>recommendations for needed computer hardware.</p> <p>Committee will provide recommendations for adult education, best-practice ASE online courses.</p> <p>Committee will provide recommendations for online test preparation programs geared to the needs of the adult learner. Committee will make recommendations for other</p> | | | | <p>coupled with the added technological course support.</p> <p>Retention rates as well as the successful completion of courses in programs to which students transition, upon exiting the Adult School, will be significantly higher. Job retention will also be significantly higher for students who transition to the workplace. Data from the student tracking system will be</p> | |
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| | <p>available computer-based resources developed to provide remedial as well as accelerated student academic and college/career readiness support.</p> <p>Committee will provide recommendations for the development of entry and advanced computer courses directly related to the needs of business and</p> | | | | <p>utilized to measure the success of the indicators discussed in this paragraph.</p> | |
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| | <p>industry. Students will earn high school elective credit for the completion of these courses.</p> <p>Committee will work closely with and seek guidance from all stakeholders in an effort to provide targeted and relevant student support.</p> | | | | | |
| Due to the | Reinstate past | Adequate funding | Total Estimated | SDUSD adult | A significant | Projected |

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| <p>reduction in adult education resources as a result of funding flexibility, the Adult School summer session had to be eliminated several years ago. Students need the summer session to complete required high school diploma courses, test preparation courses, and remedial courses. Because adult</p> | <p>summer school procedures and guidelines.</p> <p>Recruit summer session certificated and classified staff. Priority is given to interested current contracted staff members.</p> <p>Ensure that students are aware of the reinstatement of the summer session.</p> <p>Because the summer session is operated exactly like other</p> | <p>to operate the additional adult school session.</p> | <p>Costs: \$58,412</p> <p>Hourly Rate Teacher Compensation: \$35,712</p> <p>Student Mentor Cost: \$16,500</p> <p>Clerical Support: \$3,000</p> <p>Other Costs: \$3,200</p> | <p>school administration.</p> | <p>increase in the number of adult education high school diplomas will be awarded</p> <p>Adult School student retention rate will significantly improve.</p> <p>Students will achieve educational goals in a more timely fashion enabling them to transition to the next step in a timely manner.</p> | <p>Implementation Date: June 2016</p> |
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| <p>school courses are open/entry, open/exit, summer session is considered part of the regular school year by busy adult students who are often taking tending to a family and/or working. These students need to complete their educational goals as quickly as possible with no interruption. Further,</p> | <p>adult school sessions throughout the school year, preparation will be minimal.</p> | | | | | |
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| <p>student retention rates decline if the regular school routine is interrupted. It is important to keep students engaged and involved without extended breaks in instruction to ensure success. Eliminating the Adult School summer session was clearly a monetary necessity and certainly not in the best</p> | | | | | | |
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| <p>interest of adult learners. Therefore, we hope to reinstate the Adult School summer session to better meet the needs of ASE adult education students.</p> | | | | | | |
| <p>Currently, the Adult School only provides CAHSEE test preparation courses. Over the past several years, numerous students have</p> | <p>Research the test preparation curricula for the tests listed in column one currently utilized in other adult education test preparation courses.</p> | <p>Purchase appropriate textbooks, curriculum materials, and computer software needed to implement the newly added test preparation</p> | <p>Total Estimated Cost: \$16,936</p> <p>Curriculum Costs including online software: \$13,480</p> <p>Professional Development Cost: \$3,456</p> | <p>SDUSD faculty and administration and interested SDCE personnel</p> | <p>The success of these newly implemented test preparation courses will be evaluated by a comparison of the passage rates of students who tested after</p> | <p>Projected Implementation Date: October 2015</p> |

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| <p>requested GED test preparation courses. Although GED prep is offered in the SDCE program, travel restraints make it impossible for some students to enroll in those classes. Further, it has become evident that a preparation course to enable students to pass the ACCUPLACER test, which is required for</p> | <p>Research, select, and/or develop curriculum and assessment materials to be utilized.</p> <p>Provide professional development workshops to individuals who will be teaching and/or supporting the new test preparation courses.</p> <p>Recruit new students for the program and inform current</p> | <p>courses.</p> <p>Provide preparation time to teachers and those who will be supporting students in the new course to become familiar with how the new materials should be utilized with students.</p> | | | <p>completing a test preparation course to the passage rate of students who tested without completing a test preparation course.</p> <p>It is anticipated that passage will be significantly higher for students who completed the new test preparation courses.</p> | |
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| <p>enrollment into non-remedial community college courses, is needed. Finally, with the possible state adoption of the Smarter Balance assessment test, there is a need to begin to develop test preparation courses for this test. Thus, Adult education personnel have determined that there is a need to broaden the</p> | <p>students in the ASE program of the additional opportunities for test preparation.</p> | | | | | |
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| <p>test preparation program by providing additional test preparation courses for the GED, ACCUPLACER and the possible future state adoption of the Smarter Balance assessment tests.</p> | | | | | | |
| <p>At present only English Language Arts ability levels</p> | <p>Research available adult education ASE Math placement</p> | <p>The purchase of an appropriate Mathematics placement</p> | <p>Total Estimated Cost: \$2,400</p> | <p>SDUSD faculty, student mentors, and administration.</p> | <p>It is projected that requiring students to complete an addition</p> | <p>Projected Implementation Date: September</p> |

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| <p>are assessed to determine if the ASE high school diploma program is the proper placement for students desiring to enroll in the program to earn the adult education joint (SDUSD & SDCE) high school diploma. In an effort to broaden the assessment placement process to obtain a more complete assessment of</p> | <p>instruments such as the CASAS and TABE tests, and determine the best options for students.</p> <p>(At present, the English Language Arts TABE 9 (D) assessment instrument used for ASE high school diploma program placement.)</p> | <p>instrument to accompany the current English Language Arts placement test.</p> | | <p>Interested SDCE personnel</p> | <p>placement test in Mathematics will result in more accurate placement and, in turn, greater student retention and coursework success.</p> | <p>2015</p> |
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| <p>student ability, a math assessment instrument is needed to accompany the current English Arts placement assessment.</p> | | | | | | |
| <p>SDUSD Adult School has been successful at creating partnerships and leveraging resources for many years. One example of this success is the partnership the Adult School has formed</p> | <p>Continue to foster currently established educational partnerships and seek out new partnerships to strengthen the Adult School by providing additional opportunities for students.</p> <p>Continue current</p> | <p>The willingness of folks to create partnerships and to leverage resources to better meet the needs of adult education students in the San Diego region.</p> <p>Great success</p> | <p>N/A</p> | <p>Any appropriate organization willing to form partnerships and leverage resources.</p> | <p>If students are meeting education and career goals, making successful seamless transitions between educational or career providers/agencies, meeting goals of advancement, and becoming life-long learners, it is very likely that</p> | <p>Projected Implementation Date: Ongoing</p> |

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| <p>with the K-12 Transition Resources for Adult Community Education (TRACE) program. This district K-12 program provides resource staff to support special needs students enrolled in the Adult School. Further, there is no question that the success of the SDUSD and SDCE programs, over the years, can</p> | <p>resource leveraging with partners in the most cost effective and efficient manner.</p> <p>Seek new ways to leverage resources with additional future partners.</p> | <p>occurs when a wealth of expertise and resources are combined to form strong collaborations of mutual respect and trust. Additional collaborations need to be established that share a common mission to provide the best possible instructional programs for the adult learners in the San Diego Region.</p> | | | <p>such students have been fortunate along the way to have been served by collaborative partnerships that leverage resources.</p> | |
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| <p>be attributed to a partnership relationship of mutual respect and trust and the successful leveraging of resources. Both districts firmly believe that the continued success of these two programs is dependent upon continuing to preserve this successful partnership for many years to come. This is truly an historical time</p> | | | | | | |
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| for adult education, and we hope that adult education delivery systems throughout the state will be successful at developing strong partnerships as well. | | | | | | |
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PROGRAM AREA 01 TABLE 4.1 SDCE and Non-Credit to Credit

TABLE 4.1 – SDCE and Non-Credit to Credit

Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate.

San Diego Continuing Education Non-Credit to Credit Gaps

| Gaps for “Credit” | Solutions for “Credit” | Gaps for CE | Solutions (CE) |
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| The shared-governance structure in place makes change difficult. Faculty approval must be reached before changes are implemented.. | Work must be done internally but changes are looking more and more promising. | TABE test form is insufficient indicator of student capability (currently using form M). Locator test is not currently used. | Offer a different form of the TABE or other instrument. But we need a common assessment in place for both SDUSD and CE. Reducing redundancy of exams being taken for both program. Use the “locator” portion of the test. |
| Need to reduce time between assessments. Placement test for SD Community college can only be taken every 3 years for Math (and every year for English.) | Create a type of “bootcamp” for those preparing to take the Assessment. THEN, let them take the test. Also, the ACE ² allows students to exempt the Assessment Exam. | Need a bridging program between CE and Community College with different entry points | CE teachers can also reach out to SD Community Colleges to help create a smoother transition from CE to College by creating some type of “bridging program” for I students who are considering transition. EOPS may have something like this in effect, but we want to make sure all CE students get this type of service. |
| Students sometimes | CE teachers can reach out | Need for a universal model | CE is working on standardizing from site to |

| Gaps for “Credit” | Solutions for “Credit” | Gaps for CE | Solutions (CE) |
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| spend so much time in remedial courses and “waste” their financial aid on them. After 30 units then they are no longer eligible for Financial Aid. | to Community Colleges (go to them) and help those in remedial courses through CE courses. Plus, change those course so they are shorter and accelerated | for enrollment management. CE sites are not cohesive and seem to be doing different things. There is no consistency from site to site. | site. But, again, must be done internally. |
| Need a Math component to the Ace2 course. | Can make a motion to add a Math Component to the ACES. | CE Basic Skills student levels have no floor. Students can be at low literacy levels. | |
| Lack of communication between CE, SDCCD, and SDUSD. | Collaboration between CE, SDCCD, and SDUSD and avenues to share resources would benefit from increase in number of meetings. | Lack of communication between CE, SDCCD, and SDUSD. | Need more meetings with CE, SDCCD, and SDUSD to improve collaboration and to share resources for students. |
| | | Students need childcare to attend classes. | Provide childcare |
| | | Need for a review of current course offerings and development/implementation of comprehensive plan based on student needs. | |

| Gaps for “Credit” | Solutions for “Credit” | Gaps for CE | Solutions (CE) |
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| | | Procedural guideline pressures rather than sound pedagogy determine #'s of classrooms that can be maintained (ABE levels). | |

PROGRAM AREA 02 TABLE 4.1

Table 4.1 Classes and courses for immigrants eligible for educational services in citizenship and English as a second language, and workforce preparation classes in basic.

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|--|------------------|---------------------|---|----------------|
| Increase Access | Develop a course - High School Prep for ESL students - to help students complete secondary coursework and pass high school tests. Teach skills necessary to be successful in completing high school diploma: time management, note-taking, outlining, reading | Professional support for development and performance instructors for curriculum, assessment and technology. Curriculum development. Regular meetings between faculty | TBD | SDCE, SDUSD | Track completion of non-native speakers. Track transition to ASE and other programs. | 1.5 to 2 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|---|------------------|---------------------|-----------------------|----------|
| | strategies that develop critical thinking, writing skills to pass written assessment | <p>and counselors/navigators.</p> <p>Counselor presentations to students.</p> <p>Provide customized and flexible calendar to students.</p> <p>Acquire current curriculum and materials including software.</p> <p>Coordinate hardware and</p> | | | | |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|---|------------------|---------------------|---|--------------|
| | | Internet requirements with IT staff. | | | | |
| Increase Access | Develop distance online/ hybrid classes for ESL/ Citizenship to serve students who cannot attend current Citizenship classes 2nd Highest Priority Strategy | Revise ESL course outlines to include distance learning modalities and submit revised course outlines for approval by state. Revise curriculum to be taught in a distance learning modality. | TBD | SDCE | Document number of certificates of completion for Citizenship and ESL Program by online/hybrid students. Document and track ESL student educational plans. | 2 to 3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|---|------------------|---------------------|--|----------------|
| | | <p>Provide professional development and performance support for teachers to teach online or hybrid classes.</p> <p>Develop assessments for these classes.</p> | | | | |
| Increase Access | Co-locate family literacy classes at elementary school sites to serve parents of young children and other ESL adult learners. | Revise and expand curriculum to include prevocational ESL with career pathways | TBD | SDCE, SDUSD | Track students' weekly family literacy activities. Document | 1 to 1.5 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|--|------------------|---------------------|--|----------|
| | <p>3rd Highest Priority Strategy</p> | <p>available at SDCE.</p> <p>Provide professional development and performance support training for teachers.</p> <p>Arrange childcare with community providers.</p> <p>Hire staff to coordinate inter-agency activities.</p> | | | <p>CASAS pre/post scores.</p> <p>Document ESL course completion.</p> <p>Track number of tutoring sessions at K-12 schools.</p> | |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|--|------------------|---------------------|---|----------------|
| | | | | | | |
| Transitions | Provide enhanced assessment, placement, orientation, and counseling services for ESL students in Beginning, Intermediate and Advanced Levels. High Priority Strategy | Provide professional development for counselors, faculty and staff. Update orientation materials and procedures, including translations into immigrant languages. Arrange guest speakers on career pathways. | TBD | SDCE | Track ESL students going through the enhanced orientation and placement system and their persistence in the program. Track ESL students transitioning to other programs and other student outcomes (in | 1.5 to 2 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|-------------------------------|---|------------------|---------------------|---------------------------------------|----------|
| | | <p>Develop student educational plans for ESL students.</p> <p>Arrange field trips and visits to vocational classes such as welding and computer technology.</p> <p>Provide “navigator” service to support student transitions from noncredit to college or to</p> | | | <p>coordination with SSSP grant).</p> | |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|--|------------------|---------------------|---|----------------|
| | | vocational training and employment. | | | | |
| Transitions | Strengthen current Managed Enrollment classes through customized curriculum. | Revise ESL curriculum to include writing portfolios, project based learning and other learning strategies utilized in credit classes. Provide professional development to teachers. | TBD | SDCE SDCCD | Continue to track student attendance and persistence. Track student transitions to HSD, credit or CTE classes. | 1-2 years |
| Career Prep | Expand current job placement services | Identify local jobs that require | TBD | SDCE | Track number of job | 1 to 1.5 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|---|------------------|-----------------------------|---|--------------|
| | to include lower level ESL students | low level, mid level and high level English. | | | placements. | |
| Career Prep | Expand Prevocational ESL to all levels of ESL. Highest Priority Strategy | Use the Workforce Investment Board data to identify high demand career pathways in San Diego County. Collaborate with CTE program to identify pathways. Revise course outlines to include hybrid and online | TBD | SDCE and community partners | Track learner outcomes such as program completion and transition and completion in CTE classes. | 2 to 3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---------------------------------|---|------------------|---------------------|---------------------------|----------|
| | | <p>components.</p> <p>Develop career pathways curriculum that reflects job outlook and job demands.</p> <p>Purchase or develop new materials including software.</p> <p>Provide professional development to instructors</p> | | | | |
| Career Prep | Develop modified I-BEST classes | Communicate with CTE to | TBD | SDCE | Track learner outcomes in | 2 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|---|------------------|---------------------|--|----------|
| | <p>with key vocational classes in which language and basic skills demands are high.</p> <p>High Priority Strategy</p> | <p>determine programs which would most benefit from the I-BEST model.</p> <p>Develop contextualized English curriculum and materials for IBEST classes.</p> <p>Provide 100 hours of curriculum development time to both the basic skill teacher and the voc teacher for</p> | | | <p>CTE classes with an I-BEST component.</p> | |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|---|------------------|---------------------|--|----------------|
| | | ongoing collaboration. | | | | |
| Improve Assessment | <p>Identify and/or develop appropriate language assessments for entry into specific vocational classes in coordination with SSSP grant.</p> <p>Develop assessments for online and hybrid classes.</p> | <p>Research and analyze available placement assessments.</p> <p>If necessary, assessment developers design, develop, field-test, and implement placements and appraisals.</p> <p>Investigate assessments of digital media literacy from</p> | TBD | SDCE | <p>Field test new assessment tools for reliability and validity.</p> <p>Track student outcomes of students placed using new tools.</p> | 2 to 2.5 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|--|------------------|--|--|----------|
| | | Technomedia and North Star. | | | | |
| Support Services | Provide tutoring services for non-native speakers of English. High Priority Strategy | Faculty/staff identify best practices and models for face-to-face and in-person, one-to-one and small group tutoring. Develop a tutor training program. | TBD | SDCE, SDUSD | Track ESL students using tutoring and their learning outcomes. | 2 years |
| Support Services | Provide childcare at all campuses | Faculty/staff/students identify need for childcare. | TBD | SDCE, SDCCD Child Care Centers and community | Track persistence rate and learning outcomes of | 2 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|--|------------------|---------------------|---|----------------|
| | | <p>Based on need, arrange and coordinate child care options with community partners.</p> <p>Identify grants that could fund childcare.</p> | | partners | students using child care services. | |
| Support Services | Provide affordable textbooks and materials to students. | Faculty/staff/students identify best practices for affordable text books and materials such as loaner programs, used texts, online materials, vouchers for low | TBD | SDCE | Document funds raised to support voucher program and number of students accessing this service. | 1 to 1.5 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|------------------------|---|---|------------------|---------------------|--|------------------|
| | | income students | | | | |
| Support Services | Provide free or reduced price bus passes to low income students. | Develop a system to verify income. Issue picture ID cards to non-credit students. | TBD | SDCE | Document persistence rate of students who receive free or reduced price passes. | 1.0 to 1.5 years |
| Curriculum Development | Adopt, design or create curricula to integrate College and Career Readiness Standards (CCRS) in reading and writing into ESL courses. | Revise ESL Course Outlines to include CCR Standards. Hire trainers to assist teachers with implementation and provide ongoing support for adapting | TBD | SDCE | Track numbers of ESL students who transition directly to credit English classes. | 2 to 3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---------------------------|---|---|-------------------------|----------------------------|--|-----------------|
| | | texts and integrating CCRS. | | | | |
| Curriculum Development | Improve the teaching and measurement of progress of non-credit student writing. | Coordinate writing instruction implementation with the Write Institute (SDCOE) and through articulation with credit English professors. | TBD | SDCE, SDUSD, SDCCD | Collect writing samples from students at the beginning and end of each semester and evaluate using a rubric. | 2 years |
| Curriculum Development | Align ELA curriculum from ESL to ASE to credit classes. | Coordinate regular on-going Professional Learning Community working | TBD | SDCE, SDUSD | TBD | 2 to 3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|-------------------------------|--|--|------------------|---------------------|-----------------------|--------------|
| | | meetings to revise curricula. ESL faculty and content area faculty from humanities and science participate. | | | | |
| Improve the use of Technology | Develop digital media literacy curriculum for ESL learners at ESL levels 1-7. High Priority Strategy | Provide professional development and performance support for instructors. Develop digital media literacy curriculum. Investigate | TBD | SDCE | TBD | 2 to 3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|-------------------------------|--|------------------|---------------------|-----------------------|----------|
| | | <p>digital media literacy assessments, including industry leaders such as Technomedia and North Star.</p> <p>Revise and update annually the ESL Technology Master Plan.</p> <p>Upgrade, replace, and maintain technology on campus and offsite to ensure</p> | | | | |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|-------------------------------|---|------------------|---------------------|-----------------------|-----------|
| | | <p>that infrastructure supports faculty and students digital media literacy.</p> <p>Plan, implement and service Internet nodes for sufficient Wi-Fi signal strength for mobile learning devices (tablets, smartphones) for interactive lessons in ESL classrooms.</p> | | | | |
| Improve the use of | Identify and purchase or | Appoint an appropriate | TBD | SDCE | TBD | 2-3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|--|------------------|---------------------|-----------------------|----------|
| Technology | <p>develop software to automatically track student data to include but not be limited to attendance, grades, Level Completion Certificates, transition to CTE and/or the HS program, transition to credit classes, and job attainment</p> <p>High Priority Strategy</p> | <p>committee to review and evaluate available software of this type.</p> <p>Select software program and train all faculty and staff.</p> <p>Provide ongoing support to faculty members for at least a full school year to ensure full and accurate compliance.</p> | | | | |

PROGRAM AREA 03 TABLE 4.1

TABLE .4.1 Education programs for adults with disabilities.

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|--|--|--|--------------------------|----------------------------|--|-----------------|
| Only one option for High School Equivalency (HSE) Exam | Once the state approves use of HiSet and TASC, offer both as alternatives to the GED | Additional staff for HSE Testing Center through SDCE to provide testing and manage testing center | TBD | SDCCCD/SDCE | Substantial increase in student completions of HSE | 12-24 months |
| Limited support to High School Diploma DSPS, Business Info Tech (BIT), and CTE students, resulting in low completion rates | Additional resource support in class and outside of class for DSPS students | Two additional full-time resource support/special education instructors plus dedicated space for resource support on each campus | TBD | SDCCCD/SDCE | Substantial increase in student completions of High School Diploma, HSE, BIT Certificates and CTE Certificates | 24 months |
| Lack of DSPS support for evening class DSPS students | Both counseling support and resource support for evening DSPS | One adjunct DSPS counselor and one Adjunct DSPS resource support | TBD | SDCCCD/SDCE | Increase in evening DSPS student access and completions for all | 12-24 months |

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|--------------------------|----------------------------|---|-----------------|
| | students | specialist | | | programs including High School Diploma, HSE, and CTE programs | |
| No organized pathway from K-12 to SDCE and/or SDCCD colleges, lack of adequate outreach to SDUSD students of transition age from SDCE and SDCCD colleges | Counselor (partial time) dedicated to outreach, tours, orientation and designing materials to support outreach and transition | Counselor time dedicated to outreach, tours, orientation and designing materials to support outreach and transition | TBD | SDCCD/SDCE | Increase in DSPS students transitioning to both SDCE and SDCCD colleges. Communication with SDUSD professionals, students and parents improved. | 24 months |
| Lack of communication between SDCE, SDCCD, and SDUSD Professionals serving Special | Regularly scheduled meetings for special education SDUSD, SDCE and College DSPS professionals 3-4 X | Time dedicated to meetings included in faculty/staff schedules | TBD | SDCE/SDCCD/SDUSD | Improved communication between institutions resulting in more student access, opportunity and completion rates | 12-24 months |

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|--------------------------|----------------------------|---|-----------------|
| Ed/DSPS students | per fiscal year | | | | | |
| Limited SDCE DSPS course offerings north of the I-8 freeway and on college campuses, creating difficulty in accessing classes due to transportation and class locations | Offer more SDCE DSPS courses in locations that are more accessible to students living in areas north of I-8, also offer SDCE DSPS classes on college campuses which are generally more accessible by public transportation | Dedicated classroom space on both SDCE campuses for DSPS classes and on SDCCD college campuses for SDCE DSPS classes. Space for SDCE DSPS counselors at college campuses to support classes. Instructors for expanded offerings of DSPS classes. | TBD | SDCE/SDCCD | Increased access to adult students with disabilities throughout the city. Increased improvement in basic skills, vocational, and certificate completion as well as HSE and High School Diploma Completion. Increased employment rates for students with disabilities due to increased educational opportunities | 24-48 months |
| DSPS students | Develop and offer | Dedicated instructor | TBD | SDCE | Educational access | 24 months |

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|--------------------------|----------------------------|---|-----------------|
| who are not able to access the campuses have no educational opportunities | online DSPS courses through SDCE | time to create online curriculum and train to teach online courses | | | to students who are not able to access campus classes | |
| Limited DSPS counseling services for SDCE students | Provide one full-time DSPS counselor for each SDCE campus for optimal student access and services | Hire four full-time DSPS counselors for SDCE | TBD | SDCE | Increased access to DSPS counseling and services will result in higher levels of student completions of programs, referral to community resources, and ultimately increase employment outcomes for students | 24-48 months |
| Limited specialized instruction opportunities for | Offer more courses possibly in partnership with community | Class offerings and instructors with specialized training in teaching students | TBD | SDCE | Specialized instruction increases the successful outcomes of | 24-48 months |

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|--------------------------|----------------------------|---|-----------------|
| students with low-incidence disabilities (i.e. Deaf and low vision) | agencies to provide specialized instruction tailored to those with low-incidence disabilities | with low-incidence disabilities | | | students with low incidence disabilities in education, independent living and employment | |
| Lack of preparation in SDUSD and SDCE students for college assessment/placement tests cause students to score artificially low, forcing them to take semesters or even years of unneeded remedial coursework at | Offer assessment preparation classes (short-term) for students with disabilities and recommend students take these courses before attempting college assessments. | Instructors and classroom space for test-prep classes | TBD | SDCE/SDCCD | Improvement in placement test scores for college DSPS students resulting in less need for remedial coursework at the colleges and less time spent for students to obtain their educational or vocational goal | 12 months |

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|--------------------------|----------------------------|--|-----------------|
| the colleges | | | | | | |
| No alignment of curriculum within SDUSD/SDCE and SDCCD colleges | Create a curriculum alignment committee in which all three institutions participate and meet on a regular basis | Release time for current faculty to meet and start aligning curriculum | TBD | SDCE/SDUSD/S DCCD | Improvement of education delivery through all three institutions. Eliminate (as much as possible) overlap and duplication of education and resources | 24-48 months |
| Lack of successful completion of ESL courses by DSPS students | Offer a DSPS ESL multi-level class | One adjunct faculty ESL instructor and support staff with expertise in working with DSPS students | | SDCE | Improvement of completion of ESL classes by DSPS students that are able then to move on to other courses such as ABE, HSE, High School Diploma, CTE, BIT or employment | 12-24 months |
| No DSPS courses that lead | Develop new course outlines and | Faculty to write course outlines and | TBD | SDCCD/SDCE | Data collection of completed | 24-48 months |

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of Costs | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|--------------------------|----------------------------|--|-----------------|
| to certificates of completion, lack of available data on student success | submit to the state for CDCP approval and funding | curriculum | | | certificates to show successful outcomes | |
| No literacy classes offered through SDUSD or SDCE | Develop literacy course which includes decoding, comprehension, fluency, and vocabulary with a uniform curriculum across the SDUSD/SDCE institutions for readers grade level equivalent 1-6 | Faculty to write course outlines and curriculum | TBD | SDUSD/SDCE | Student improvement on reading test scores including CASAS and/or TABE | 24-48 months |

PROGRAM AREA 04 TABLE 4.1

TABLE 4.1 Short-term career technical education programs with high employment potential and Programs for apprentices.

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|------------------|---------------------|---|-------------------|
| <p>This is a priority for CTE, Allied Health, BIT, and Heavy Voc Access: Students struggle to understand our programs because website information and navigation needs improvement</p> | <p>Increase user-friendliness of CE’s website. Improve accuracy of CTE’s program info on CE’s website. Update and expand information.</p> | <p>1 ongoing staff hired with skills to upgrade website and create closed captioned videos.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Tracking enrollment. Survey or mailchimp students on how they found out about the classes.</p> | <p>3- 4 years</p> |
| | <p>Improve each department’s web presence. Make clear distinctions of course descriptions. Offer keyword</p> | <p>Ongoing researcher or staff to extrapolate, process and report out on tracking</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track the website hits and utilization of online interest lists.</p> | <p>1-3 years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|--|------------------|---------------------|-----------------------|----------|
| | <p>search engine. Offer online general orientation to CE and specific program orientations which utilizes closed caption videos to explain each training program; describes the enrollment process (orientation, assessment, counseling mtg, education plan) and potential employment upon completion.</p> | <p>enrollment and make recommendations .</p> | | | | |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|--|---------------------|--|---------------------|
| <p>Access: New and continuing students don't easily learn about our programs.</p> | <p>Increase advertising & update marketing materials to ensure consistency between web and printed materials. Improve internal communication processes to ensure timely creation and distribution of just-in-time marketing fliers.</p> | <p>Ongoing full time staff for promotion for all of SDCE.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Mailchimp to track email & social media efforts.</p> | <p>3 to 4 years</p> |
| | <p>Targeted marketing of each program to high</p> | <p>Ongoing provide professional development to improve collaboration in the creation of targeted promotional materials.</p> | <p>Release Time for Professional Development</p> | <p>SDCE</p> | <p>Track time for creation and distribution of marketing materials</p> | <p>1-3 years</p> |
| | | <p>Ongoing researcher or</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track higher enrollment in targeted students.</p> | <p>2- 3 years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|------------------------|---|---|----------------------------------|
| | school students. Create promotional campaigns using email and social media for appropriate programs. | staff to extrapolate, process and report out on tracking enrollment and make recommendations | | | | |
| Access: lack of enough outreach and connection with community partners and SDUSD. | Create and implement marketing plan to reach target student populations. Community liaison to work in community (e.g. attend outreach | 1 ongoing position as a Community Liaison with marketing and outreach skills. Ongoing supplemental funding for | TBD Promo funds | SDCE, SDUSD, Community Partners SDCE and Community | Track number of community events where SDCE is represented. Track collaboration efforts. | 3 to 4 years 1 plus years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|--|-----------------------|--|--|--|
| | <p>events, job fairs, recruit students at high schools, career centers, etc.)</p> <p>Produce more press releases so public learns of our joint successes</p> | <p>promotional materials to be given away at events.</p> <p>Release time for creation of press releases</p> | <p>TBD</p> <p>TBD</p> | <p>Partners</p> <p>SDCE and Community Partners</p> | <p>Track press releases</p> | <p>1 plus years</p> |
| <p>Access & Curriculum: Students have limited access to courses when we don't offer an online option.</p> | <p>Pay faculty for development of online courses (including curriculum & course materials).</p> | <p>Ongoing professional development opportunities for faculty to create expertise in online course delivery.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Number of online classes offered by SDCE.</p> | <p>1-4 years depending on faculty availability</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|---|----------------------------------|-------------------------------------|--|--|
| | <p>Update online programs to stay current with industry.</p> <p>Ensure consistency between classroom and online curriculum.</p> | <p>Release time for updating online curriculum</p> <p>Ongoing release time allocated for faculty to convert current curriculum to online platform; and develop new online offerings.</p> <p>Ongoing</p> | <p>TBD</p> <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE</p> <p>SDCE</p> | <p>Track program revisions</p> <p>Track course consistency</p> <p>Track currency of online</p> | <p>1 plus years</p> <p>1-4 years depending on faculty availability</p> <p>1 plus years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|------------------|---------------------|---|------------|
| | | <p>release time to review and update online curriculum.</p> <p>Ongoing researcher or staff to extrapolate, process and report out on tracking enrollment and make recommendations</p> | TBD | SDCE | <p>offerings</p> <p>Track expansion of demographic student population</p> | 2-5 years |
| <p>Access & Student support: Lack of enough facilities, parking</p> | Facilities: provide dedicated computer classrooms or | A dedicated fully equipped computer lab/classroom | TBD | SDCE | Track number of students who have access to | 2- 4 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|------------------|---------------------|---|-----------|
| | <p>improved computer classroom access for all CTE programs.</p> <p>Increase parking.</p> | <p>at each SDCE site</p> <p>Land and parking structure</p> | TBD | SDCE and SDCCD | <p>computers.</p> <p>Track student attendance /tardiness</p> | TBD |
| <p>This is a top priority for BIT and Heavy Voc Student Support: Quality of instruction is diminished by insufficient faculty and instructional assistants for</p> | <p>Add faculty for those emerging high-demand programs that lack sufficient trained faculty (e.g. Energy Efficient Programs; HVAC).</p> | Ongoing faculty | TBD | SDCE | Track enrollment in emerging programs and student persistence and completion. | 1-4 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|----------------------------------|------------------|---------------------|---|-----------|
| emerging programs, safety, and large class sizes. | Hire instructional assistants for the heavy vocational programs that have specialized safety needs to ensure student safety during hands-on activities (e.g. auto tech, auto body, welding, commercial press). Hire instructional assistants for classes with large enrollment. | Ongoing instructional assistants | TBD | SDCE | Track safety reports and decreased class sizes. | 1-4 years |
| This is a top priority for BIT | Identify other sources of | Ongoing grant writer. | TBD | SDCE | Track grant proposals | 1 year |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|--|------------------|---------------------|--|-----------------|
| <p>and Heavy Voc Career Preparation and Access: Students are not receiving training on latest industry equipment, machinery, and computer software programs. Students have limited supply of consumables and supplies, including enough copies of software.</p> | <p>funding (grants) and dedicated funds.</p> <p>Appropriately allocate Perkins funds to equipment and away from program chairs/ assistant program chairs' salaries.</p> | <p>Funding for program chair/assistant program chair salaries.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track use of Perkins funds</p> | <p>1 year</p> |
| | <p>Create a funding infrastructure to ensure multiple hardware environments and updating of hardware (such as industrial</p> | <p>Release time for creation of infrastructure and follow through.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Systematically collect feedback from industry advisory boards to verify that our equipment is</p> | <p>1-3 year</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|--|---|----------------------------------|-------------------------------------|--|---|
| | <p>sewing machines) and software.</p> <p>Have specific funding set aside for maintenance and warranties of CTE equipment, both software and hardware.</p> <p>Require maintenance agreements for all program machinery.</p> <p>Offer another fully equipped culinary arts site.</p> | <p>Secured line item budget to repair and maintain equipment, as well as updating software.</p> <p>Staff assigned to monitor maintenance agreements.</p> <p>Funds to build, equip and staff a new culinary arts site.</p> | <p>TBD</p> <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE</p> <p>SDCE</p> | <p>up to date.</p> <p>Systematically determine if students have enough supplies.</p> <p>Track the longevity of program machinery.</p> <p>Track program completion.</p> | <p>1 year</p> <p>1 year</p> <p>5-10 years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|-----------------------|-------------------------|---|-----------------------------------|
| | Offer a NetLab at a second campus to provide effective remote training. | Increase server capacity | \$303,703 | SDCE | Track program completion | 2-5 years |
| <p>This is a top priority for CTE, Allied Health, and Heavey Voc Career Preparation Students lack soft skills/job readiness training that is requested by employers.</p> | <p>Offer job readiness workshops (resume writing, interview skills, soft skills) to augment all CTE programs.</p> <p>Create new soft skills curriculum.</p> | <p>Increased counseling hours dedicated to job readiness training.</p> <p>Release time for faculty or counselor to create curriculum.</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE</p> | <p>Increased placement of student graduates in industry programs.</p> <p>Track students' job readiness skills</p> | <p>1-2 years</p> <p>1-3 years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|--|-----------------------|--|---|-------------------------------------|
| | <p>Integrate soft skills within current CTE curriculum.</p> <p>Develop and offer courses that increase digital literacy</p> | <p>Professional development for faculty to integrate soft skills.</p> <p>Release time for faculty to create new courses.</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE</p> | <p>Track students' job readiness skills</p> <p>Track students' digital literacy.</p> | <p>1-2 years</p> <p>1-3 years</p> |
| <p>Career Preparation: Students are limited in finding jobs because not enough partnerships between community & industry exist.</p> | <p>Utilize a Community Liaison.</p> <p>Expand advisory boards to include more</p> | <p>1 ongoing full time Community Liaison.</p> <p>Release time for faculty</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE and Community Partners</p> | <p>Track increase in number of employers who hire our students. Track expanded membership on advisory</p> | <p>2-3 years</p> <p>1plus years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|------------------|---------------------|---|-----------|
| | representatives and create better connection with industry partners. | | | | committees | |
| Career Preparation and Curriculum Students need updated curriculum related to industry standard for job placement | Improve community partnership support through advisory board meetings held in compliance with Perkins funding. | Release time for faculty to make and plan advisory meetings. | TBD | SDCE | Track input on curriculum, donations, and work-study/pre apprenticeships opportunities from advisory board members. | 2-5 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|------------------|-----------------------------|---|--------------|
| Career Preparation and Student Support: Students don't get the adequate help needed to find jobs. | Improve our Career Development Center's (CDC) utilization by staffing knowledgeable counselors at each CE campus. | Increase counseling staff allocated to CDC. | TBD | SDCE | Track number of students using CDC services. | 1-3 years |
| | Utilize Community Liaison for job recruitment. | 1 ongoing Community Liaison. | TBD | SDCE | Track community liaison's connection with employers | 1-4 years |
| | Refer students to One-Stop Career Centers | Release time for shared knowledge with SD Workforce Partnership. <small>San Diego Adult Education Regional Consortium SDCE and SDAERC March 1, 2015 SDWP share Table of Contents</small> tracking data system. | TBD | SDCE and Community Partners | Track student referrals to One-Stop Career Centers | 1plus years |
| | Invite placement agency to locate | Space designated for partner | TBD | SDCE and Community Partners | Track hours placement agency resides on | 1 plus years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|---|------------------|------------------------------------|---|------------------|
| <p>This is a top priority for Allied Health Institutional Gap: SDCE lacks a unified system of student tracking.</p> | <p>Create a system (collaborating with community partners) to track student interests, orientation attendance, completion, and job placement.</p> | <p>Purchase and customize tracking system. Ongoing professional development for users of the tracking system.</p> | <p>TBD</p> | <p>SDCE and Community Partners</p> | <p>Track usefulness of data</p> | <p>3-7 years</p> |
| | <p>Clearly identify counselors' and student services' tasks in all student data collection (orientation, assessment, education plans, follow-up counseling, and</p> | <p>Ongoing researcher or staff (a workforce navigator)</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track number of hours dedicated to data collection and by whom</p> | <p>1 year</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|--|------------------|------------------------------------|--|---------------------|
| | <p>transition to further education or job placement)</p> <p>Provide Ongoing professional development for users of the tracking system.</p> | <p>Release time for faculty and staff professional development.</p> | <p>TBD</p> | <p>SDCE and Community Partners</p> | <p>Track professional development attendance.</p> | <p>1 plus years</p> |
| <p>This is a top priority for Heavy Voc Access, Student support: Student's access and success is limited by impacted programs and</p> | <p>Grow programs to meet industry training demands and sector growth and advancement.</p> | <p>Management time dedicated to research industry changes and to maintain an innovative program.</p> | <p>TBD</p> | <p>SDCE and Community partners</p> | <p>Track program growth and inclusion of industry knowledge in programs and courses</p> <p>Track class</p> | <p>2 plus years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|------------------|-----------------------------|---|-----------|
| courses due to student demand and advancement in industry. | Increase course offerings based on student demand and class size (of 30 or less) | On-going employment of additional instructors (# TBD based on student demand) | TBD | SDCE | size, student progression, and program completion/employment. | 2 years |
| | Hire faculty solely dedicated to program coordination and logistics(Example tasks embedded within the program coordination duties (not limited to these programs): 1. Allied Health faculty securing | One ongoing faculty program coordinator per CTE program | TBD | SDCE and Community partners | Track specifics within program (For example number of clinical sites and efficiency of background checks for Allied Health, timely dispersal of certificates, | 1-2 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---------------------------|--|--|------------------|---------------------|---|-----------------|
| | <p>clinical sites and set up mandatory background checks, 2. Parent Education faculty managing certification hours, 3. Auto Tech faculty maintaining NATEF Certification.</p> <p>Streamline the pathway to program completion.</p> | <p>Release time or additional employees allocated to this task</p> | <p>TBD</p> | <p>SDCE</p> | <p>successful NATEF Certification)</p> <p>Track ease and timeliness of program completion</p> | <p>1-2 year</p> |
| <p>Curriculum:</p> | <p>Provide paid</p> | <p>Release time</p> | <p>TBD</p> | <p>SDCE and</p> | <p>Compare</p> | <p>1 plus</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|---|------------------|-----------------------------|---|--------------|
| Students do not learn the most current industry knowledge and skills. | professional development (ie. industry conferences, advisory boards, and association meetings) to provide faculty with the most current industry knowledge and skills. | for PD. | | Community Partners | curriculum to industry demands. | years |
| | Allocate paid release time for faculty to network with employers. | Release time for networking activities. | TBD | SDCE and Community Partners | Track feedback from employers on students' job readiness. | 1 plus years |
| | Allocate paid | Release time | TBD | SDCE and | Track timeliness of | 1 plus |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|---|------------------|---------------------------------------|---|----------------------------------|
| | <p>release time for faculty to incorporate industry skills in classroom curriculum and activities</p> <p>Allocate release time for faculty to modify or create new programs.</p> | <p>for industry collaboration.</p> <p>Release time for industry collaboration and program modification.</p> | TBD | <p>Community Partners</p> <p>SDCE</p> | <p>curriculum updates.</p> <p>Compare programs to industry demands.</p> | <p>years</p> <p>1 plus years</p> |
| <p>Access, Curriculum, Student Support, Career Prep, and Transition: Student's ability to navigate</p> | <p>Increase number of counselors so there is full support for all programs. Counselors understand and</p> | <p>5 contract counselors so each of the 5 programs within CTE have a dedicated counselor</p> | TBD | SDCE | <p>Track completion rates, transitions, and enrollment. Track</p> | 1-4 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|----------------------|------------------|---------------------|---|-----------|
| educational opportunities is limited due to lack of counselors. | implement the SSSP process: (assessment, orientation, education plan, & follow up) that will be put in place with AB 1456. Employ counselors who will promote the value of transferring to credit programs, particularly if articulation agreement is in place. | | | | number of student's utilization of counseling services (ie. appointments , workshops, orientations, and classroom presentations . | |
| This is a top priority for CTE | Develop an efficient and | Ongoing release time | TBD | SDCE | Track new student | 1-2 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|------------------|---------------------|--|---------------|
| <p>and Allied Health Student Support Students need more support for the orientation processes and consistent customer service.</p> | <p>effective process for online and face to face orientations across all programs.</p> | <p>allocated for developing a new process.</p> | | | <p>orientation process.</p> | |
| | <p>Ensure classified staff are knowledgeable about programs offered and orientation process.</p> | <p>1 ongoing staff to develop and implement a staff training program.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Comparatively assess staff performance.</p> | <p>1 year</p> |
| | <p>Provide paid customer service professional development for staff.</p> <p>Increase staff to</p> | <p>Ongoing time allocated to paid professional development.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track student satisfaction with customer service.</p> | <p>1 year</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|-----------------------|-------------------------|--|--------------------------------|
| | adequately cover all aspects of orientation and ensure adequate staffing levels based on student demand for CTE programs at each site. | Ongoing employment of additional staff to adequately meet student demand. | TBD | SDCE | Track utilization of orientations. | 1-3 years |
| <p>This is a top priority for Allied Health, Heavy Voc, and Parent Ed Student Support Curriculum, Access: Students who need remedial skills (math,</p> | <p>Implement the IBEST model.</p> <p>Train faculty on</p> | <p>On-going funding for dual instruction, IBEST program coordinator, and updated curriculum.</p> <p>Ongoing paid</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE</p> | <p>Track number of completions, student progress within the program, and job placements.</p> <p>Track PD</p> | <p>2-5 years</p> <p>1 year</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|--|------------------|-----------------------|---|----------|
| English) and have less academic preparation are not prepared for CTE programs and/or employment. | the IBEST model. Provide funding for Basic Skills instructors to collaborate with CTE instructors, teaching contextualized math and English required for each CTE program. | release time allocated to training faculty on IBEST model. Ongoing paid release time for creating contextualized curriculum and cross discipline collaboration. Funding for contextualized books. | TBD | SDCE | attendance Track collaboration between ABE and CTE instructors | 1 year |
| Transition: Students have limited knowledge about credit | Management shifts culture to ensure that colleges' | A manager led effort. | TBD | SDCE and all of SDCCD | Track student transfer rates. | 1 year |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|--|------------------|-----------------------|---------------------------------------|--------------|
| colleges because there are communication gaps within SDCCD district. | <p>understanding of the scope and goals of CE is a priority.</p> <p>Develop and implement a communication pathway to increase the knowledge between administration, faculty, counseling and staff of CE and credit colleges.</p> | Ongoing paid release time for creation of communication pathway, professional development and collaboration. | TBD | SDCE and all of SDCCD | Assure creation communication pathway | 1 plus years |
| | Develop and implement a student navigator | Hire a student navigator manager or | TBD | SDCE | Track students enrollment/uti | 1-3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|-----------------------|---|--|-----------------------------------|
| | program to address students' barriers (ie. fears, cultural beliefs, misinformation) to their educational success. | replace a current employee's duties with managing the student navigation program. | | | lization of the student navigator program. | |
| <p>Transition: Limited articulation agreements prevents students from gaining credits when transferring to credit institution.</p> | <p>Expand articulation with SDCCD and other credit institutions in the San Diego region; There is much opportunity</p> <p>Shift job responsibilities from Deans to high level staff allowing each</p> | <p>Allocate Deans' time dedicated to articulation efforts.</p> <p>Employ additional office managers.</p> | <p>\$0</p> <p>TBD</p> | <p>SDCE, SDCCD and Community Partners</p> <p>SDCE</p> | <p>Track number of new and renewed articulation agreements.</p> <p>Track number of hours Deans dedicate to articulation efforts.</p> | <p>1-3 years</p> <p>1-3 years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|-----------------------|---|---|--------------------|
| | <p>dean time to collaborate with SDCE and SDCCD faculty to create new articulation agreements and maintain current ones.</p> | | | | | |
| <p>This is a top priority for CTE, BIT, and Parent Ed Access, Curriculum, Student Support, Career Preparation, Transition:</p> | <p>Provide CTE Program discipline specific PD (Professional Development) including industry and teaching certifications.</p> <p>Provide PD</p> | <p>Additional release time allocated to further professional development</p> <p>Release time</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE, SDCCD, SDUSD, and Community Partners</p> <p>SDCE, SDCCD,</p> | <p>Track attendance of PD as well as industry and teaching certifications.</p> <p>Track the</p> | <p>1plus years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|---|------------------|--|---|---------------------------------------|
| <p>Students experience limited access, support, and career preparation in addition to outdated curriculum which is exacerbated by insufficient Professional Development for faculty and staff.</p> | <p>workshops including but not limited to effective pedagogy, syllabi, classroom management, strategies to assist students struggling with Math and English, job readiness and soft skills (work ethics), integration of job readiness skills into curriculum, and IBEST strategies.</p> <p>Assure Industry and teaching certifications,</p> | <p>for attendance and creation of PD as well as collaboration within professional learning communities (PLC).</p> <p>Funding for substitutes.</p> | <p>TBD</p> | <p>SDUSD, and Community Partners</p> <p>SDCE</p> | <p>activity within PLC</p> <p>Track whether in demand courses are</p> | <p>1 plus years</p> <p>1- 3 years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|-------------------------------------|------------------|---------------------|---|---------------|
| | <p>which is a current hardship to keep certifications current and hire/maintain faculty with industry certifications to teach Cisco and other technology classes that lead to industry certification.</p> | | | | <p>not offered due to lack of qualified/certified faculty</p> | |
| <p>Student Support: The inability to have prerequisites or assessments for entry into programs which</p> | <p>Create strategies to effectively use assessment results for program placement</p> | <p>Release time to develop plan</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track efforts in creating a plan.</p> | <p>1 year</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|--|--|------------------|---------------------|--|-----------|
| negatively impacts student success and completions. | Develop program specific assessment measures, for example digital literacy assessment for BIT | Release time allocated to development | TBD | SDCE | Track efficacy of assessment measures | 1-2 years |
| | Hire personnel or allocate release time to administer and manage assessments and monitor appropriate placements. | Ongoing release time and/or funding for new personnel. | TBD | SDCE | Track ease/timeliness of course registration and assessment administration | 1-2 years |
| | Create and offer | | TBD | SDCE | Track the number of | 2-3 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|------------------|---------------------|---|-----------|
| | <p>curriculum/courses for students who do not meet pre-requisites or course advisories</p> <p>Create and implement effective strategies that promote adherence to course advisories</p> | <p>Release time for creation and implementation of courses designed for student's who do not meet pre-requisites</p> <p>Release time allocated to development of strategies and professional development to implement above strategies</p> | TBD | SDCE | <p>courses offered addressing this need</p> <p>Track adherence to course advisories</p> | 1-3 years |
| Institutional Gap: Programs at SDCE | Framework and strategy to create | Allocated Dean's time to | TBD | SDCE | Track timeliness in | 1-7 years |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|--|------------------|---------------------|---|---------------|
| are not fully developed to be responsive as soon as the workforce demand increases. | education that meets workforce demands for emerging industries before the need begins to wane. | addressing the needs of emerging programs | | | SDCE's ability to offer a high demand program. | |
| | Dedicate full-time efforts to updating and creating curriculum with the assistance of industry experts. | Hire curriculum specialist or allow 100% faculty assignments dedicated for curriculum improvement and creation | TBD | SDCE | Track integration of industry knowledge in courses. | 6 months plus |
| | Innovative strategy for effective recruitment for | Allocated Dean's time to create and | TBD | SDCE and SDCCD | Track inability to offer a program due | 1 year |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|--|------------------|------------------------------------|---|---------------------|
| | <p>qualified faculty to instruct CTE</p> <p>Partner with private and public organizations external to education to leverage resources allowing SDCE to build and expand emerging programs (such as partnering with California Center for Sustainable Energy for the Energy Efficiency Program</p> | <p>implement strategy</p> <p>Release time to build relationships, visit sites, and attend organizations' meetings.</p> | <p>TBD</p> | <p>SDCE and Community Partners</p> | <p>to lack of qualified faculty.</p> <p>Track shared resources with community partners.</p> <p>Track usage of energy efficiency lab</p> | <p>1 plus years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|---|--|-----------------------|--|--|--------------------------------------|
| <p>This is a top priority for CTE and BIT Transition: Students lack entrepreneurial skills to begin their own business after CTE program completion</p> | <p>Create a series of entrepreneurial modules</p> <p>Partner with community organizations offering this service and refer SDCE students</p> | <p>Hire curriculum specialist or allow 100% faculty assignments dedicated to curriculum creation</p> <p>Allocate time to build relationships</p> | <p>TBD</p> <p>TBD</p> | <p>SDCE</p> <p>SDCE and Community Partners</p> | <p>Track enrollment in entrepreneurial modules.</p> <p>Track referrals to community partners' services</p> | <p>1-3 years</p> <p>1 plus years</p> |
| <p>This is a top priority for BIT Transitions and Student Support : Student persistence</p> | <p>Create a Wall of Fame publically posting students' employment and/or completion for</p> | <p>Release time for management of each Wall of Fame program.</p> | <p>TBD</p> | <p>SDCE</p> | <p>Track number of student on the wall of fame.</p> | <p>1 plus years</p> |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|-------------------------------|---|-----------------------|---------------------|-----------------------|----------|
| and transitions can improve with a system to acknowledge student successes | each program | <p>Release time for collaboration with communication s department.</p> <p>Funding for hard costs of displays.</p> | <p>TBD</p> <p>TBD</p> | | | |

PROGRAM AREA 05 TABLE 4.1

TABLE 4.1 – Programs for apprentices.

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--|--|--|-------------------------|-----------------------------|---|---|
| Students must pass basic reading and Algebra test | Refer apprenticeship applicants to SDCE for appropriate remedial courses. Strong collaboration and communication for referrals to be effective | Enough class offering and flexible class scheduling of ABE courses so referred students have access. | | ABE department at SDCE | Track higher enrollment in classes, Survey students on how they found out about the classes | Consistent funding for developing and updating |
| Students need soft skills and job readiness (resume, interviewing knowledge) | Provide professional development to ensure faculty have this knowledge. Offer workshops on soft skills topics. Incorporate soft skills into curriculum and classroom behavior/assignments. | Faculty to teach workshops must know subject matter & have experience teaching these topics | | School district and college | Track higher enrollment into apprenticeship program | 6 months to develop workshops. Permanent addition of offering workshops. |
| Insufficient support staff | Increase staff and ensure staff is well | Hire & train staff. | | City College | Improved student outcomes, increased | Consistent funding |

| Description of Gap | Strategies to Address the Gap | Resources Needed | Estimate of cost | Responsible Parties | Methods of Assessment | Timeline |
|--------------------|---|------------------|------------------|---------------------|--|----------|
| at City College | trained in the partnership between ABC and City College (apprentices earning credits) | | | | collaboration between ABC and City College | |

APPENDIX 5

This section contains the tables relevant to Objective Five.



5

PROGRAM AREA 01 TABLE 5.1 SDUSD

SAN DIEGO UNIFIED ADULT EDUCATION PROGRAM

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

| Description of the Approach | Task/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|--|-----------------------------|---------------------------|---|------------------------|
| Devising and Developing Quality Integrated Adult Education and Professional & Technical Goals/ Outcomes | <p>Compile Resources.</p> <p>Compile resources for devising integrated outcomes.</p> <p>A clearly articulated mission based on a philosophy and vision shared by all partners.</p> <p>Clearly specified goals</p> | Resources may include state adult education standards, CCR standards, skill standards for the identified professional and technical program, and industry certification standards associated with the professional | TBD | SDUSD, SDCE, & SDCCD | Identify the academic entry levels, tests and/or certifications, and other skills or experience required of students to access the next higher level of the program to ensure that the students are fully prepared to go on to postsecondary education or to the workforce. | Earliest possible date |

| | | | | | | |
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| | <p>and objectives are established for developmental courses and programs.</p> <p>Create Integrated Learning Outcomes</p> | <p>and technical program.</p> <p>Adult Education Common Core Standards for College and Career Readiness.</p> <p>Include faculty, administrators, and staff in the planning process.</p> | | | <p>CASAS:</p> <p>Assess the results of students' participation in a community college education, Identify strengths and weaknesses, and to Improve the quality of the educational experience for students attending community colleges.</p> | |
| Program Requirements | <p>*Colleges are expected to incorporate a rigorous planning process involving pre-college education, workforce education, and student services to ensure the</p> | <p>Include faculty, administrators, and staff in the planning process.</p> | TBD | SDUSD, SDCE, & SDCCD | <p>Student progress is to be evaluated jointly by pre-college and professional-technical faculty, and program effectiveness is to be evaluated jointly by all involved faculty and administrators</p> | |

| | | | | | | |
|--|---|--|--|--|---|--|
| | <p>success of the program.</p> <p>* Administrators and faculty from pre-college education and workforce education will participate as equal partners in creating and providing a joint program of instruction.</p> <p>* The expectation for educational delivery is that the mode of instruction incorporates joint pre-college and professional-technical faculty planning and instructing together in</p> | | | | <p>Students will be pre-tested using CASAS (the standardized test used statewide to assess ABE and ESL students).</p> | |
|--|---|--|--|--|---|--|

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|--|---|--|--|--|--|--|
| | <p>the classroom as equal partners, resulting in both pre-college and workforce skills gains.</p> <p>Student progress is to be evaluated jointly by pre-college and professional-technical faculty, and program effectiveness is to be evaluated jointly by all involved faculty and administrators.</p> <p>*Team taught classes must have instructional overlap.</p> | | | | | |
|--|---|--|--|--|--|--|

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|--------------------------|---|--|------------|---------------------------------|---|-------------------------------|
| <p>Program Proposals</p> | <p>*Brief description of the proposed program including program length and number of college-level credits</p> <p>*Clearly identified career pathway(s) with multiple access points, noting employment preparedness, for students including a separate pathway diagram</p> <p>*Integrated professional-technical and pre-college learning outcomes</p> <p>* Integrated teaching</p> | <p>Include faculty, administrators, and staff in the planning process.</p> | <p>TBD</p> | <p>SDUSD, SDCE, & SDCCD</p> | <p>Students will be pre-tested using CASAS (the standardized test used statewide to assess ABE and ESL students).</p> | <p>Earliest possible date</p> |
|--------------------------|---|--|------------|---------------------------------|---|-------------------------------|

| | | | | | | |
|---------------|---|--|-----|----------------------|--|------------------------|
| | <p>strategies</p> <ul style="list-style-type: none"> * Student success and transition strategies * Partner involvement | | | | | |
| Program Model | <p>Programs must include college-level professional-technical credits that are required of all students in the selected program and are part of a career pathway. All students must qualify for federally supported levels of basic skills education. Students must be pre-</p> | <p>Include faculty, administrators, and staff in the planning process.</p> | TBD | SDUSD, SDCE, & SDCCD | <p>Faculty must develop integrated program outcomes, jointly plan curriculum, and jointly assess student learning and skill development.</p> <p>Students must be pre-tested using CASAS (the standardized test used statewide to assess ABE and ESL students).</p> | Earliest possible date |

| | | | | | |
|--|--|--|--|--|--|
| <p>tested using CASAS (the standardized test used statewide to assess ABE and ESL students).</p> <p>An instructor from basic skills and an instructor from the professional-technical program must jointly instruct in the same classroom with at least a 50 percent overlap of the instructional time.</p> <p>Faculty must develop integrated program outcomes, jointly plan curriculum, and jointly assess student learning and skill development.</p> | | | | | |
|--|--|--|--|--|--|

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|--|---|---|-----|----------------------|--|------------------------|
| | Programs must appear on the demand list for the local area and meet a minimum set wage. | | | | | |
| Inclusion of all partners and campuses | <p>Creating and promoting a supportive structure to develop and implement a new program is essential.</p> <p>Begin with faculty who are optimistic about the potential of the model.</p> <p>Ensure that campus leaders are actively supportive.</p> <p>Include faculty, administrators, and staff in the planning</p> | Include faculty, administrators, and staff in the planning process. | TBD | SDUSD, SDCE, & SDCCD | <p>Include all students who earned workforce certificates (credentials) as well as others who attained (non-credential) skills levels recognized by the institution as a completion point. An exit point is a stopping out point for training directly tied to employment.</p> <p>College-level credits Total credits attempted. Total credits earned. Total college-level credits</p> | Earliest possible date |

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|--|--|--|--|--|---|--|
| | <p>process. Develop clear relationships, roles, and responsibilities with all stakeholders including instruction (both workforce and adult basic education), student services, human resources, business services, registrar, and finance because the success of accelerated, integrated, & contextualized program affect many aspects of the college. Develop clear and regular communication processes. Ensure faculty are</p> | | | | <p>attempted. Total college-level credits earned. Adult basic education levels and skills gains. Numbers who earned a high school diploma or a GED. Program student grade point averages.</p> | |
|--|--|--|--|--|---|--|

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|--|--|--|--|--|--|--|
| | cross-educated about the culture, norms, and values of each other's discipline. Deal with barriers and conflicts right away as they come up. | | | | | |
|--|--|--|--|--|--|--|

PROGRAM AREA 02 TABLE 5.1

Table 5.1: ESL/Citizenship Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|--|--|--|-----------------------------|---------------------------|---|-----------------|
| Provide Managed Enrollment ESL classes as needed for Intermediate and Advanced Levels in 9 week cycles | Develop Customized Curriculum that is more academic and teaches skills necessary for success in college. | Paid time for ME instructors from all sites to develop pacing and customized curriculum | TBD | SDCCD non-credit | Analyze attendance rates, CASAS scores, transition data | 1-2 years |
| Provide Managed Enrollment ESL classes as needed for Intermediate and Advanced Levels in 9 week cycles | Require writing portfolios | Train ESL teachers to teach higher level writing; paid time for teachers to evaluate student writing | TBD | SDCCD non-credit | Review portfolios; analyze pre and post writing assignments for each ME cycle | 1-2 years |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|--|----------------------|-------------------------|---|-----------|
| Provide Managed Enrollment ESL classes as needed at all sites for Intermediate and Advanced Levels in 9 week cycles | Provide training for counselors to properly place students in ME classes | Paid training time to introduce counselors to class goals, time demands, benefits to students of ME, proper assessment and placement of students | TBD | SDCCD non- credit staff | Counselors complete evaluation of training; analyze success of students placed in ME | 1-2 years |
| Provide Managed Enrollment ESL classes as needed for Intermediate and Advanced Levels in 9 week cycles | Utilize learning strategies and project based instruction that mimics instruction in credit college classes | Professional Development for ESL teachers | TBD | SDCCD credit teachers ? | Observation of teachers using these strategies in their classrooms; CASAS scores, transition data | 1-2 years |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|--|---|-----------------------------|---------------------------|--|-----------------|
| Expand VESL and prevocational ESL classes to more vocational clusters and to include Beginning and Intermediate ESL | Analyze local employment opportunities to determine which clusters on which to focus | CTE teachers, counselors and local employers expertise | TBD | SDCCCD non credit | CASAS scores, Level Completion Certificates, transition data | 1-2 years |
| Expand VESL and prevocational ESL classes to more vocational clusters and to include Beginning and Intermediate ESL | Develop customized curriculum to address the vocational clusters selected | ESL staff and CTE staff collaboration time for curriculum development | TBD | SDCCCD non-credit | CASAS scores, Level Completion Certificates, transition data | 1-2 years |
| Expand VESL and prevocational ESL classes to more vocational clusters and to include Beginning and | Recruit and train ESL teachers for these customized classes | Professional development for teachers | TBD | SDCCCD non-credit | CASAS scores, Level Completion Certificates, transition data | 1-2 years |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|---|-----------------------------|---------------------------|--|-----------------|
| Intermediate ESL | | | | | | |
| Expand VESL and prevocational ESL classes to more vocational clusters and to include Beginning and Intermediate ESL | Provide training for counselors to properly place students in these classes | Paid training time | TBD | SDCCD non-credit | Evaluation of training by counselors; analyze and success of students placed in these classes | 1-2 years |
| Expand VESL and prevocational ESL classes to more vocational clusters and to include Beginning and Intermediate ESL | Operate the classes on a Continuous Improvement Model | ESL and CTE teachers meet regularly to evaluate student progress informally | TBD | SDCCD non-credit | Informal assessments of student progress and possible use of CASAS Workforce tests where appropriate; analyze course completion data | 2-3 years |
| Develop a Modified I-BEST approach in | Pair a CTE teacher with a teacher qualified in both ESL | Recruit and train an | TBD | SDCCD non-credit | Evaluate based on student | 2 years |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|---|----------------------|--------------------|---|----------|
| some CTE clusters | and ABE (including math) | appropriate teacher-partner for the CTE teacher | | | retention and success in the CTE class and on the job follow-up | |
| Develop a Modified I-BEST approach in some CTE clusters | Work with counselors to recruit and assess appropriate students | Time to select appropriate assessment instruments and to meet with counselors | TBD | SDCCD non-credit | Evaluate based on student retention and success in the CTE class and on the job follow-up | 2 years |
| Develop a Modified I-BEST approach in some CTE clusters | CTE teacher and ESL/ABE teacher develop customized curriculum together by determining the skills needed for success in the CTE class and on the job | Paid time for developing the customized curriculum and for revision as | TBD | SDCCD non-credit | Evaluate based on student retention and success in the CTE class and on the job follow-up | 2 years |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|--|----------------------|--------------------|---|----------|
| | | needed | | | | |
| Develop a Modified I-BEST approach in some CTE clusters | Assign a class of students to each teacher; half way through the instructional day they switch students | Weekly time for the two teachers to meet to evaluate student progress, next instructional steps and reteaching as needed | TBD | SDCCD non-credit | Evaluate based on student retention and success in the CTE class and on the job follow-up | 2 years |

PROGRAM AREA 03 TABLE 5.1

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|--|---|-----------------------------|---------------------------|--|-----------------|
| In-Class Resource Support | Recruit and hire Special Education/DSPS Resource Instructors | One full-time resource specialist, two part time resource specialists | 200,000 | SDCE | Total number of students completing HSDP, HSE and CTE programs increased | 3 Years |
| DSPS Counseling and services for evening students | Hire two part-time DSPS counselors for evening coverage (shared across seven campuses) | Two part-time DSPS counselors | 100,000 | SDCE | Total number of DSPS students utilizing services and completing HSDP, HSE and CTE programs increased | 2 years |
| High Tech and Tutoring Center | Hire two part-time non-classroom faculty | Two part-time, non-classroom faculty | 100,000 | SDCE | Total number of DSPS students utilizing | 2 years |

| | | | | | | |
|-------------------|--|---------|--|--|---|--|
| for DSPS students | members for High Tech Center and tutoring coverage | members | | | assistive technology, tutoring, and successfully completing HSDP, HSE, and CTE programs increased | |
|-------------------|--|---------|--|--|---|--|

PROGRAM AREA 04 TABLE 5.1

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|--|--|---|---|---------------------------|--|---|
| IBest Model | Restore the I-Best program and expand to identified CTE programs. Train more faculty in I-BEST model. | need dean’s help | TBD | SDCE | Student learning gains, higher completion rates and transition rates. | 1 to 5 years depending on how many programs |
| Contextualized VESL/VABE for CTE courses | Create contextualized curriculum specific to the CTE program. | Time for faculty to share knowledge & cross train in area of expertise. | TBD | SDCE | Increase retention and completion in the Voc Programs that offer this “pre-voc” course | 1 to 5 years depending on how many programs |
| Netlab | Create an infrastructure for students to access lab equipment and software remotely to increase student | Facilitates: larger server room (we have this with new | 200K for additional hardware and memory and | SDCE | Increase enrollment and access | 1 to 5 years depending on how many programs |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|--------------------------------|---|--|--|--------------------|---------------------------------|--|
| | access and decrease maintenance costs | Chavez campus); faculty support, instructional lab tech support, district IT support to set up racks and technical outfit server room, district support to open IP addresses to outside access | approximately \$5 yearly maintenance/support contracts | | | |
| Accelerated Cohort Instruction | Take current programs, including self-paced, and create accelerated cohorts with specific timeline for completion of each course within the program | Increased instructional hours to include more lecture based programming | 2 additional adjuncts | SDCE | Higher student completion rates | 1 to 3 years depending on how many sites and cohorts |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|--------------------------------|---|--|---|--------------------|---|----------|
| | | and facilities to support | | | | |
| Modular model (every 4 weeks) | | need dean's help | TBD | SDCE | Increased student persistence and program completions | TBD |
| Stackable program certificates | Break large CTE programs into smaller programs to allow for more entry points based on specific expertise | Funding support for curriculum development for faculty and internal instructional analyst time for technical reviews of course outlines and programs | Curriculum Analyst/ specialist position | SDCE | Higher student completion rates | TBD |
| Course completion tied to | Connect with employers and certifying agencies to stay | non-classroom faculty time and | TBD | SDCE | Student success in obtaining jobs | TBD |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|-------------------------------------|--|--|----------------------|--------------------|--|----------|
| industry certifications | abreast of the training they support & acknowledge. | dean time; could tie into a placement coordinator position | | | | |
| Classroom skills practice | Develop more on-the- job training opportunities | need dean's help | TBD | SDCE | More students obtaining work; for CNA - increase in number of students passing state certification exam; BIT – more students passing industry certifications | TBD |
| Partially online and hybrid courses | Develop online instructional materials in Blackboard | Release time allocated to developing materials | TBD | SDCE | Broader reach of student demographics and increased access with less time in onsite classrooms | TBD |

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|---|-----------------------------|---------------------------|---|-----------------|
| Flipped classroom | Change curriculum for this model | need dean's help | TBD | SDCE | | TBD |
| VESL - Used across programs. Used in CALWORKS | Consistently updated curriculum to stay current with industry | need dean's help | TBD | SDCE | Track students that transition from VESL to CTE programs | TBD |
| Articulation agreements | Collaboration between SDCE and College faculty and administrators. Colleges increase enrollment into higher level courses. Identify the incentives to work together in improve transition | Release time allocated to faculty and deans | TBD | SDCE and SDCCD | Track students that transition to credit bearing college programs | TBD |

APPENDIX 6

This section contains the tables relevant to Objective Six.



6

ALL PROGRAM AREAS TABLE 6.1

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

ALL PROGRAM AREAS – TABLE 6.1

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|---------------------------------|---|---|---|
| Instruction and student support | Extend selected SDCCD credit and non-credit FLEX professional development opportunities as well as selected SDUSD existing PD activities to all consortium faculty and staff--including more than ? # professional development activities--to maximize quality instruction and student support. | ASE/Basic Skills, ESL/Citizenship, AWD and CTE | Professional development coordinator for each consortium member at \$TBD |
| Best instructional practices | Expand existing SDCE “best practices” professional development model to all program areas. The model focuses on effective instructional strategies and features mentoring and peer coaching as well as professional development that is hands-on and sustained over six workshops. | ASE/Basic Skills ESL/Citizenship, AWD and CTE | Faculty from each consortium member participate in six workshops annually (x 4 program areas) \$TBD |
| Collaboration | Provide consortium faculty and staff with opportunities for peer observations across agencies and within program areas to develop shared understanding and strengthen first-hand | ASE/Basic Skills, ESL/Citizenship, AWD and CTE | 10 faculty per semester \$TBD |

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|------------------------|---|--|---|
| | knowledge of other partners and programs. | | |
| Collaboration | Continue monthly communication among AB 86 leadership team to ensure ongoing program alignment supporting student success. | ASE/Basic Skills, ESL/Citizenship, AWD and CTE | 20 faculty per month \$TBD |
| Collaboration | Convene bi-annual SDAERC summit involving all consortium staff and community partners in networking and articulation. | ASE/Basic Skills, ESL/Citizenship, AWD and CTE | 500-800 attendees \$TBD |
| Technology integration | Open SDCCD “Online Pathways to Learning” to consortium faculty so that all instructors can develop the tools and techniques for effective online teaching and technology use. | ASE/Basic Skills, ESL/Citizenship, AWD and CTE | # of faculty teaching online or web-enhanced courses \$TBD |
| Curriculum development | Create writing teams of in-house experts to develop, align and refine curriculum addressing key consortium initiatives. | ABE/Basic Skills, ESL/Citizenship, AWD and CTE | ? hrs per program area team \$TBD |
| Curriculum development | Create training on curriculum writing basics and requirements for submission and approval through internal committees and the chancellors office | ABE/Basic Skills, ESL/Citizenship, AWD and CTE | ? hrs per program area team \$TBD |

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|-----------------|--|--|---|
| Data collection | Train all consortium staff on an identified Student Information and Management System and provide ongoing support to ensure staff are able to effectively access the system. | ABE/Basis Skills, ESL/Citizenship, AWD and CTE | ? hrs per all staff \$TBD |

ALL PROGRAM AREAS TABLE 6.2

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

ALL PROGRAM AREAS – TABLE 6.2

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|--------------------------------|--|--|---|
| Student success outcomes | Create Professional Learning Communities (PLCs) in same content areas representing all consortium members. PLCs meet monthly to promote curriculum alignment, quality instruction, learner goal achievement and positive student outcomes. | ASE/Basic skills, ESL/Citizenship, AWD and CTE | 3 to 4 PLC members per site/per partner \$TBD |
| PLC sharing | Provide opportunity for PLC representatives to share strategies with all faculty in their respective program/content area during a monthly professional development meeting. | ASE/Basic skills, ESL/Citizenship, AWD and CTE | all staff (3 hrs) per month \$TBD |
| College and career readiness | Send a consortium team to participate in California Adult Literacy Professional Development Project (CALPRO) Trainer of Trainers on standards for college and career readiness and strategies to embed these skills across the curriculum. | ASE/Basic skills, ESL/Citizenship, AWD and CTE | 20 faculty x ? hrs \$TBD |
| Transition and student support | Train consortium counselors and “navigators” to support students with individual learning plans and the skills they need to choose and | ASE/Basic skills, ESL/Citizenship, | ? staff x ? hrs \$TBD |

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|---|---|--|---|
| strategies | succeed in a postsecondary pathway. | AWD and CTE | |
| Assessment, data collection and documentation of student outcomes | Work with CASAS to ensure a consortium-wide approach to assessment, data collection and documentation of student outcomes. Incorporate new SSSP online assessments and other consortium-developed strategies. | ASE/Basic skills, ESL/Citizenship, AWD and CTE | key staff x ? hrs \$TBD |

PROGRAM AREA 01 TABLE 6.1

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

PROGRAM AREA 01 – TABLE 6.1

| TOPIC | Professional Development Strategy | Program Area Addressed | Estimated Cost to Implement |
|------------------------|--|-------------------------------|------------------------------------|
| Curriculum Development | Revise curriculum to align with College and Career Readiness Standards for Adult Education | Adult Secondary Basic Skills | TBD |
| Workshop | Professional development that focuses on curriculum development and strategies for best practice teaching | Adult Secondary Basic Skills | TBD |
| Online Resource | Integrated 21st Century (i21) Interactive Classroom- The Integrated 21st Century (i21) Interactive Classroom is an engaging and personalized learning environment designed to optimize teaching and learning through the interconnected use of mobile computing, audio, visual and formative assessment technologies across the curriculum. | Adult Secondary Basic Skills | TBD |
| Online Resource | Technological Pedagogical Content Knowledge (TPACK) - TPACK attempts to capture some of the essential qualities of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge | Adult Secondary Basic Skills | TBD |
| Conference | CASAS National Summer Institute- Increase knowledge and skills in using | Adult Secondary | TBD |

| TOPIC | Professional Development Strategy | Program Area Addressed | Estimated Cost to Implement |
|--------------------------|---|---------------------------------|------------------------------------|
| | assessment results to inform instruction and to improve programs. Learn about data-driven decision-making | Basic Skills | |
| Meeting | San Diego Adult Education Committee Meetings | Adult Secondary Basic Skills | TBD |
| Meeting | Adult Education Regional Consortium (AB 86)- Monthly meetings between San Diego Continuing Education and San Diego Unified School District regarding planning and implementation of Adult Education programs in the San Diego Region. | Adult Secondary Basic Skills | TBD |
| Professional Development | Professional development on SDUSD and SDCE programs, operating procedures, and instructional procedures to faculty. | Adult Secondary Basic Skills | TBD |

PROGRAM AREA 01 TABLE 6.2

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes

PROGRAM AREA 01 – TABLE 6.2

| TOPIC | Professional Development Strategy | Program Area Addressed | Estimated Cost to Implement |
|---------------------------------------|---|-------------------------------|------------------------------------|
| Training/ Workshop | Provide orientation training on Adult Education Career Pathways to Adult Educators | Adult Secondary Basic Skills | TBD by Program Manager or Dean |
| Professional Development | Professional development on SDUSD and SDCE programs, operating procedures, and instructional procedures to faculty. | Adult Secondary Basic Skills | TBD by Program Manager or Dean |
| Online Resource | Provide online training modules for teachers and administrators | Adult Secondary Basic Skills | TBD by Program Manager or Dean |
| Training/ Professional Development | Offer individualized multi-year professional development plan to adult educators | Adult Secondary Basic Skills | TBD by Program Manager or Dean |
| Training/ Professional Development | Offer ongoing professional development opportunities to strengthen program and curriculum | Adult Secondary Basic Skills | TBD by Program Manager or Dean |
| Training/ Professional | Utilize a statewide professional development task force to design core training for SDCE and SDUSD adult educators that | Adult Secondary Basic Skills | TBD by Program Manager or Dean |

| TOPIC | Professional Development Strategy | Program Area Addressed | Estimated Cost to Implement |
|---------------------------------------|---|----------------------------------|------------------------------------|
| Development | addresses work and career readiness skills such as team building, critical thinking, problem solving, study skills, and career assessment | | |
| Training/ Professional Development | Provide training on models that will assist programs with limited staff or learners in the development of instruction for a particular job cluster | Adult Secondary Basic Skills/CTE | TBD by Program Manager or Dean |
| Training/ Professional Development | Workshops that ensure that all instructors and educators utilize classroom supports that promote career pathways progression and assist learners to manage barriers to participation, build self-efficacy, set realistic goals, and see measurable progress | Adult Secondary Basic Skills/CTE | TBD by Program Manager or Dean |

PROGRAM AREA 02 TABLE 6.1

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

PROGRAM AREA 02 – TABLE 6.1

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|-------------------------------------|---|----------------------------------|--|
| Assessment and outcomes | Provide CASAS trainings to help staff implement online assessments ensure data-driven decision-making and document student outcomes. | ESL | 100 staff x ? hrs. \$TBD |
| Instructional strategies in writing | Utilize San Diego County Office of Education’s “Write Institute” so that ESL faculty are trained in writing strategies linked to college and career requirements. | ESL | 100 staff x ? hrs. \$TBD |

PROGRAM AREA 02 TABLE 6.2

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes.

PROGRAM AREA 02 – TABLE 6.2

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement |
|--------------------------------|--|----------------------------------|------------------------------------|
| College and career readiness | Train all ESL staff--employing the CALPRO trainer of trainers model--on standards for college and career readiness and strategies to embed these skills across the ESL curriculum. | ESL | 140 staff x ? hrs \$TBD |
| Accelerated learning | Prepare ESL instructors to implement a new course--High School Prep for ESL--that will assist learners in accelerating their progress toward a high school diploma. | ESL | 6 instructors x ? hrs \$TBD |
| Technology integration and use | Provide ESL teachers, trained in Online Pathways to Learning, with professional development targeting specific ESL curricula for online, hybrid and technology-enriched courses. Include a student-focus on digital media literacy that shifts perception from “students as technology consumers to students as creators.” | ESL | 140 staff x ? hrs \$TBD |
| Improved transitions | Introduce ESL staff to the new online student orientation | ESL | 140 staff x ? hrs |

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement |
|---------------------------------|--|------------------------------|-------------------------------------|
| | which provides learners the opportunity to create an individualized student education plan based on college and career pathways. | | \$TBD |
| Transitions and student support | Increase counselor and “navigator” knowledge of specific support strategies to help ESL learners successfully enter the postsecondary pipeline. | ESL | counselors and navigators. \$TBD |
| Contextualized learning | Provide CALPRO “IET” training to VESL and collaborating CTE teachers in contextualized instruction. Include initial CALPRO training plus 100 hours for partner teachers to collaborate on curriculum, instruction, assessment and student support. | ESL and CTE | VESL staff \$TBD |

PROGRAM AREA 03 TABLE 6.1

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

PROGRAM AREA 03 – TABLE 6.1

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|----------------------------|---|--|--|
| Ongoing collaboration | Continue to meet as a consortium ongoing to share information and collaborate on programs and strategies to support student success. | Adults with Disabilities, Transition, and ABE/ASE, CTE and ESL | 25,000 |
| High Tech Center Trainings | California Community College's High Tech Center Training Unit (HTCTU) trainings on access technology for consortium members. Training on current access technology for use with students with disabilities. Trainers could come to San Diego to present to local faculty and staff. | Adults with Disabilities, Transition, ABE/ASE | 25,000 |

PROGRAM AREA 03 TABLE 6.2

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

PROGRAM AREA 03 – TABLE 6.2

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|------------------|--|---|---|
| Online Resources | Create AB 86 Website that pulls together relevant resources on disability and transition. Model programs and services can be included to best support and educate cross-over organizations serving transitioning students. Web based training on specific disabilities, group participation webinars will also be offered. | Adults with Disabilities, Transition | 150,000 |
| Conference | Create a local professional group featuring local subject-matter experts from DSPS, K-12, Disability Organizations, and related non-profits agencies to share best practices and offer trainings locally. Provide funding for professional organization conference and travel, such as the annual California Association for Higher Education and Disability (CAPED) conference. | Adults with Disabilities, ABE/ASE, Transition | 75,000 |
| Outreach | Outreach to current special education credential students to educate them on transition options for their students. Include information on DSPS, The Department of Rehabilitation (DOR), Regional Center, and other service | Adults with Disabilities, Transition | 5,000 |

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|----------------------|---|---------------------------|---|
| | agencies for adults with disabilities. | | |
| Training | Professional Learning Communities across SDUSD and SDCCD that are structured and have specific topics such as Access Technology and best practices for serving students. | Adults with Disabilities | 20,000 |
| Disability Awareness | Create a Disability Awareness Day, include activities and events that promote learning about people with disabilities such as guest speakers and performances as well as hands-on activities. | Adults with Disabilities | 10,000 |

PROGRAM AREA 04 TABLE 6.1

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

PROGRAM AREA 04 – TABLE 6.1

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|--|---|---------------------------|---|
| Technology use and integration | Provide CTE faculty, trained in Online Pathways to Learning, with professional development targeting specific CTE curricula for online, hybrid and technology-enriched courses. | CTE | ? staff x ? hrs |
| Safety procedures | Ensure all faculty access online safety training at Safe Colleges Training website: http://sdccd.keenan.safecolleges.com/login , expedite campus visits by safety instructors and regularly disseminate safety committee updates regarding the well-being of students and staff. | CTE | ? staff x ? hrs |
| Faculty orientation to employer facilities | Strengthen partnerships with employers by orienting faculty to new training facilities/job sites or changing employer requirements. | CTE | 20 hrs per semester |
| Conferences | Ensure faculty attend industry conferences for access to | CTE | Approximate: 6 days per year |

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|-----------------|--|---------------------------|---|
| | subject matter experts, advanced notification on industry changes and attendance at specialized training sessions. | | |
| Online training | Make funding accessible for faculty to receive online technology training to increase subject matter knowledge and reduce impact on teaching schedule and traveling costs. | CTE | Minimum: 10 hrs per year |

PROGRAM AREA 04 TABLE 6.2

In the table below, address topics the consortium considers priorities for collaborative professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

PROGRAM AREA 04 – TABLE 6.2

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|---|--|------------------------------|---|
| Faculty awareness of policies, procedures and instructional resources | Expand existing new faculty orientation to include an ongoing mentoring component that will strengthen professional relationships among CTE staff. Focus orientation content on agency policies and procedures as well as instructional resources that impact student success. | CTE | ? hrs for mentoring and orientations x # of new faculty |
| Industry-specific skills | Update faculty skills annually to stay current with new developments in their industry through appropriate employer training or other certification opportunities. | CTE | ? hrs per career cluster |
| Local labor market awareness | Provide periodic “on the job” shadowing experiences for faculty so they can assess first-hand the skills required of students to succeed in the San Diego job market. | CTE | ? hrs |
| Employer-specific training | Ensure faculty teaching in off-site employer/community partner facilities maintain up-to-date knowledge of | CTE | ? hrs x off-site training |

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|---|--|------------------------------|--|
| | employer-specific needs, policies and procedures. | | |
| Connections to community and employers | Provide faculty representatives on community advisory boards and at meetings with other key agencies to enhance networking and partnership-building opportunities. | CTE | ? hrs serving on committees |
| College and career readiness | Train all CTE staff--employing the CALPRO trainer of trainers model--on standards for college and career readiness and strategies to embed these skills across the CTE curriculum. | CTE | ? staff x ? hrs. |
| Contextualized and accelerated learning | Expand the VESL/CTE integrated model into multiple career clusters. Provide CALPRO "IET" training to collaborating VESL/CTE faculty in contextualized instruction. Include initial CALPRO training plus 100 hours for partner faculty to collaborate on curriculum, instruction, assessment and student support. | CTE and ESL | ? CTE staff x ? hrs. |
| Student transitions and support | Increase counselor and "navigator" knowledge of specific support strategies to help CTE students enter and succeed in their personal pathway to college and careers. | CTE | ? hrs for counselors and navigators |
| Data collection | Provide CTE staff with the skills and knowledge to become more data-driven and to effectively track student progress | CTE | ? hrs |

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated cost to Implement Consortium-Wide |
|-------------------------|--|------------------------------|--|
| | at all points in their educational program. Work with CASAS to train CTE staff. | | |
| Articulation agreements | Expand the number of SDCE articulation agreements with SDCCD college technical programs. Provide collaboration time for representatives of both faculties to align career paths that result in college credit for SDCE programs. | CTE SDCE & SDCCD | ? hrs |

APPENDIX 7

This section contains the tables relevant to Objective Seven.



PROGRAM AREA 01 TABLE 7.1

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

PROGRAM AREA 01 – TABLE 7.1

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|------------------------------------|---|--|
| Health & Human Resources/Student Services via SDUSD | Student Support Services & Transition | Strengthen/leverage the already existing contract between SDUSD and SANDAP, Cal-Learn, Cal-Work, (etc.) by creating a direct link with the <u>Student Services Dept.</u> & the <u>Adult Education Dept.</u> of SDUSD. Joe Fulcher, Chief Student Services Officer, and Marc | Teachers/Advisors & Administrators | Time, facilities, employee compensation | Conduct workshop scheduled for the beginning of the Calendar School Year for 2015-16 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|------------------------------|--|
| | | Gottuso, Adult Education Program Manager, will collaborate and create a partnership. They or someone in their respective departments will communicate with each other and create a meet-and-greet or workshop for all parties involved. | | | |
| San Diego Public Library | Citizenship, ESL, Workforce Prep | Informational Session at the school's neighboring library about JobScout (online learning platform that teaches basic Internet skills needed to find a job) | Teachers/Advisors | Time & employee compensation | Offer a workshop once every Semester. Starting the beginning of the Calendar School Year for 2015-16 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--------------------------------|---|--|
| Home Start (Serves pregnant women between 18 and 24 years old, and their dependent children. These women are homeless or are at risk of becoming homeless) | Student Support Services & Transition | Create a partnership with the Maternity Shelter Program by having teachers do some community outreach visits or contact the Case Managers. This will create an awareness for the young moms about how to get their high school diploma between 18 and 24 years old, and their dependent children. These women are homeless or are at risk of becoming homeless | Teachers/Advisors | Time, facilities, employee compensation | Starting the beginning of the Calendar School Year for 2015-16 |
| SDCCD Continuing Education | Elementary & Secondary Basic Skills | Create a “checks & balances” protocol for students being referred to CE sites for Basic Skills, ESL, or any other program Unified does not | Teachers/Advisors | Time & employee compensation | Starting the beginning of the Calendar School Year for 2015-16 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|---|-------------------------|------------------------------|--|
| | | offer by having the advisor contact their respective sites. A form must be filled out by referring staff/faculty and the receiving staff/faculty to ensure that the student's needs were met and that the student actually followed through with the recommendations. | | | |
| San Diego Community College District | Elementary & Secondary Basic Skills AND Student Support Services & Transition | Advisors will visit their local Community College (i.e City, Mesa, Miramar) and meet with the Counseling Department. Advisor will describe the nature of the program and get ideas on how to make the transition | Teachers/Advisors | Time & employee compensation | Start collaborating and creating a Professional Learning Community in the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|--|-------------------------|---|--|
| | | from high school to college. This will help create a natural progression from one educational institute to the next. | | | |
| San Diego Regional Center | Adults with Disabilities | Create a partnership by sending teachers/advisors to the San Diego Regional Center and get hands-on training on the programs and services offered. Or a representative from the San Diego Regional Center can visit one of the Unified sites and do an informational session for the Unified staff. Although much information is available online. Meeting | Teachers/Advisors | Time, facilities, employee compensation | Start collaborating and creating a Professional Learning Community in the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--------------------------------|---|---|
| | | each other in person will help create a community partnership that will benefit the students. | | | |
| San Diego Futures Foundation (SDFF) | Student Support Services & Transition Workforce Prep | Create a partnership with SDFF. San Diego Futures Foundation and Media Arts Center offers free job skill development classes in Web Development for low-income young adults. | Teachers/Advisors | Time, facilities, employee compensation | Have a workshop scheduled for the beginning of the Calendar School Year for 2015-16 |
| Connect2Work program (IRC) International Rescue Committee | Student Support Services & Transition Citizenship, ESL, | Create a partnership with the IRC. In this Connect2work program, Students will learn how to prepare an effective | Teachers/Advisors | Time, facilities, employee compensation | Have a workshop scheduled for the beginning |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---------------------------------------|---|-------------------------|---|--|
| | Workforce Prep | resume, apply and interview for a job, and succeed in an entry-level job by learning skills such as conflict management, customer service, and professional communication. After the training, students are placed in paid internships over the summer to enhance their resumes and give them hands-on experience in the career path of their choice. | | | of the Calendar School Year for 2015-16 |
| City Heights Partnership for Children | Student Support Services & Transition | Create a partnership with City Heights Partnership for Children. They are committed to making data driven | Teachers/Advisors | Time, facilities, employee compensation | The Graduate from High School Collaborative Action |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|--|-------------------------|---|--|
| | | <p>decisions focused on what education and other interventions are needed – aligning assets to create additional gains and terminating what does not work. Doing so allows their Collaborative Action Networks to build on current assets and resources in the region and clearly identify successes in one school that can be adapted to other schools.</p> | | | <p>Network is in the preliminary formation stage. Partnership can begin March 2014</p> |
| Spawar (STEM) | Student Support Services & Transition Workforce Prep | Create a partnership with SPAWAR. They are dedicated to cultivating an interest in science, technology, engineering, and mathematics | Teachers/A dvisors | Time, facilities, employee compensation | Have a workshop scheduled for the beginning of the |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|------------------------|----------------------------------|
| | | <p>(STEM) among today's youth with the intent of developing the future workforce for this nation, particularly the DoD and SSC Pacific.</p> <p>mission is to introduce students of varying ages and backgrounds to the ongoing work at Team SPAWAR, the qualities desired of future Team SPAWAR employees, and the career opportunities available with government service. Additionally, the focus is to cultivate and develop professional excellence in young people through regular participation in an array of community and</p> | | | Calendar School Year for 2015-16 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|--|---|---|
| | | educational programs and events in the fields of science, technology, engineering, and mathematics. | | | |
| San Diego Science Alliance | Student Support Services & Transition Workforce Prep | Create a Partnership with SDSA. Their programs and services connect educators, industry, research and university partners to enhance STEM experiences. They serve all children, all San Diego County School Districts and Charters. | Teachers/advisors | Time, facilities, employee compensation | Have a workshop scheduled for the beginning of the Calendar School Year for 2015-16 |
| San Diego Business & Regional Occupational Program | Student Support Services & Transition Workforce Prep & Elementary & | Create a "Career Pathway" for adult education learners. Provide consultation when aligning curriculum is to | Teachers/Advisors & Administrators; Workforce Investment Board | Provide workforce readiness training, as well as specific job skill training. | Offer Professional Development regarding implementatio |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|---|----------------|
| | Secondary Basic Skills | <p>Common Core State Standards (CCSS), Career Technical Education (CTE) Model Curriculum Standards, and locally defined business advisory standards.</p> <p>CTE/Academic linked curriculum</p> <p>CCSS and CTE Model Curriculum Standards are included for teacher professional development.</p> <p>Teachers initiate cross curricular collaboration with district academic teachers.</p> | Members | <p>Allows adult learner access to ROP facilities and campuses.</p> <ul style="list-style-type: none"> • provide sequences of courses, many leading to certification, in pathways ranging from health sciences to food service to auto mechanics to information technology – thousands of | n. Summer 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|--|----------|
| | | <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> <p>CTE Model Curriculum Standards support and reinforce application of knowledge that can be demonstrated in academic and CTE programs.</p> <p>Make distinctions between curriculum that incorporates projects and project-based learning.</p> | | <p>these courses are A-G certified</p> <ul style="list-style-type: none"> • collaborate closely with both business partners and labor, while taking advantage of regional economies of scale • offer important courses that serve and support linked learning and partnership academy students | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|--|-------------------------|---|----------|
| | | Explore the utilization of project design, assessment, and management resources. | | <ul style="list-style-type: none"> • have a research-proven positive impact on student motivation, engagement, dropout and graduation rates, and future success, as well as on employment and economic development • are integral to a comprehensive educational program, | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|--|--|
| | | | | especially in light of the college and career readiness focus of our current standards | |
| NATIONAL UNIVERSITY | Student Support Services & Transition Workforce Prep & Elementary & Secondary Basic Skills | <p>Representative from National University will visit designated AE & CE Campuses and have a “<u>College Fair.</u>”</p> <p>Representatives will provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> <p>Representative from National</p> | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | College Fair and presentations need to be scheduled for the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|--|--|---|--|
| | | University will visit designated AE & CE Campuses and have an <u>oral presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information | | | |
| SAN DIEGO HOSPITALITY INSTITUTE | Student Support Services & Transition Workforce Prep | Representative from San Diego Hospitality Institute will visit designated AE & CE Campuses and have a " <u>College Fair.</u> " Representatives will provide general information on steps to getting enrolled, programs available to incoming | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | College Fair and presentations need to be scheduled for the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---------------------------------------|--|--|---|----------|
| | | <p>students, financial aid, and scholarship information</p> <p>Representative from San Diego Hospitality Institute will visit designated AE & CE Campuses and have an <u>oral presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> | | | |
| FAMILY HEALTH SERVICES TRAINING CENTER | Student Support Services & Transition | Students from AE and CE will visit the United Family Health Services Training Center and get a tour of the facilities and | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|---|--|
| | | programs offered. Tours should consist of a facilitator and “tour guide” | | | |
| CALIFORNIA MEDICAL COLLEGE | Student Support Services & Transition Workforce Prep | <p>Representative from California Medical College will visit designated AE & CE Campuses and have a “College Fair.”</p> <p>Representatives will provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> <p>Representative from California Medical College will visit designated AE & CE</p> | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | College Fair and presentations need to be scheduled for the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|---|--|
| | | Campuses and have an <u>oral presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information | | | |
| | | | | | |
| UNITED TRUCK DRIVING SCHOOL | Student Support Services & Transition Workforce Prep | Students from AE and CE will visit the United Truck Driving School and get a tour of the facilities and programs offered. Tours should consist of a facilitator and “tour guide” | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | Tours should be scheduled for the Summer of 2015 |
| UNIVERSITY OF SAN DIEGO | Student Support Services & | Representative from University of San Diego will | Teachers/Advisors & | Time, facilities, employee | College Fair and |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--------------------------------|------------------------|---|
| | Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>visit designated AE & CE Campuses and have a <u>“College Fair.”</u> Representatives will provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> <p>Representative from University of San Diego will visit designated AE & CE Campuses and have an <u>oral presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial</p> | Administrators & WIOA Partners | compensation | presentations need to be scheduled for the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|---|--|
| | | aid, and scholarship information | | | |
| CONCORDE CAREER COLLEGE | Student Support Services & Transition Workforce Prep | <p>Representative from Concorde Career College will visit designated AE & CE Campuses and have a “<u>College Fair.</u>”</p> <p>Representatives will provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> <p>Representative from Concorde Career College will visit designated AE & CE Campuses and have an <u>oral</u></p> | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | College Fair and presentations need to be scheduled for the Summer of 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|---|----------|
| | | <p><u>presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> | | | |
| CALIFORNIA INSTITUTE OF ARTS & TECHNOLOGY | Student Support Services & Transition Workforce Prep ; Elementary & Secondary Basic Skills | <p>Representative from California Institute of Arts & Technology will visit designated AE & CE Campuses and have a “<u>College Fair.</u>”</p> <p>Representatives will provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and</p> | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|---|----------|
| | | <p>scholarship information</p> <p>Representative from California Institute of Arts & Technology will visit designated AE & CE Campuses and have an <u>oral presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> | | | |
| KAPLAN COLLEGE - SAN DIEGO | Student Support Services & Transition Workforce Prep | Representative from Kaplan College will visit designated AE & CE Campuses and have a " <u>College Fair.</u> " | Teachers/Advisors & Administrators & WIOA Partners | Time, facilities, employee compensation | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|------------------------|----------|
| | | <p>Representatives will provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> <p>Representative from Kaplan College will visit designated AE & CE Campuses and have an <u>oral presentation to classes</u> to provide general information on steps to getting enrolled, programs available to incoming students, financial aid, and scholarship information</p> | | | |
| Center for Applied | Student Support | Collaborate closely with both | Teachers/Advisors | Provide | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|--|----------------------------------|---|-------------|
| Competitive Technologies (CACT) | Services & Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>business partners and labor, while taking advantage of regional economies of scale.</p> <p>Assist to create a “Career Pathway” for adult education learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | & Administrators & WIOA Partners | <p>affordable space, administrative support, business development and technical training.</p> <p>Provide workforce readiness training, as well as specific job skill training.</p> <ul style="list-style-type: none"> • collaborate closely with both business partners and labor, while taking advantage of regional economies of | Partnership |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|---|--|--|---------------------|
| | | | | <p>scale</p> <ul style="list-style-type: none"> • offer important courses that serve and support linked learning and partnership academy students | |
| Southern California Biotechnology Center | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>Create a “Career Pathway” for adult education learners.</p> <p>CTE/Academic linked curriculum</p> <p>Students have access to a</p> | Teachers/Advisors & Administrators & WIOA Partners | Develops programs and services that address the life-long learning needs of the biotechnology workforce. | Ongoing Partnership |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|--|---|---------------------|
| | | <p>myriad of resources to bring rigor and relevance and relationships to students.</p> <p>Outreach and collaboration to develop programs and services that address the life-long learning needs of the biotechnology workforce.</p> | | | |
| San Diego Workforce Partnership; San Diego One-Stop Career Center Network | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>Collaborate closely with both business partners and labor, while taking advantage of regional economies of scale.</p> <p>Assist to create a “Career Pathway” for adult education</p> | Teachers/Advisors & Administrators & WIOA Partners | Provides job training referral, placement assistance and social services. | Ongoing Partnership |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|---|---------------------|
| | | <p>learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | | | |
| SDCCD- International Education Program | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills; ESL | <p>Collaborate closely with both business partners and labor, while taking advantage of regional economies of scale.</p> <p>Assist to create a “Career Pathway” for adult education</p> | Teachers/Advisors & Administrators & WIOA Partners | Conducts international development and exchange activities in Mexico. | Ongoing Partnership |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|---|--|--|---------------------|
| | | <p>learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | | | |
| Miramar College's Transportation and Energy Technology Program | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills; | <p>Assist to create a "Career Pathway" for adult education learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> | Teachers/Advisors & Administrators & WIOA Partners | Prepares skilled technicians who can maintain and repair advanced transportation vehicles and systems. | Ongoing Partnership |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|--|---|---------------------|
| | | Students have access to a myriad of resources to bring rigor and relevance and relationships to students. | | | |
| San Diego Regional Public Safety Training Institute | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>Assist to create a “Career Pathway” for adult education learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | Teachers/Advisors & Administrators & WIOA Partners | Provides fire and law enforcement training for city, county, state, and federal agencies operating in San Diego County. | Ongoing Partnership |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|---|--|--|----------|
| | | | | | |
| San Diego Metro Careers Center | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>Assist to create a “Career Pathway” for adult education learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | Teachers/Advisors & Administrators & WIOA Partners | Provides individuals with a comprehensive approach to career planning and job search services. Offers assistance and direction tailored to the needs of the job seeker such as career counseling, job search assistance, connections to employers with | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|--|--|--|--|----------|
| | | | | active job leads, access to qualified employers, workshop training and customized recruitment activities. | |
| San Diego Center for Employment Training | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills; ESL | <p>Assist to create a “Career Pathway” for adult education learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring</p> | Teachers/Advisors & Administrators & WIOA Partners | Provides 900 hour training programs that prepare learners with the skills and education needed to enter the workforce. Programs Include: | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|---|--|---|----------|
| | | rigor and relevance and relationships to students. | | <ul style="list-style-type: none"> • Welding Fabrication: - we are an AWS (American Welding Society) SENSE Educational Institution approved school • Green Building Construction • Medical Assistant | |
| CalWORKs | Student Support Services & Transition Workforce Prep; | Continued collaboration and advocacy | Teachers/Advisors & Administrators & WIOA Partners | Assist welfare recipient students and those in transition off of | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|-------------------------------------|---|-------------------------|--|----------|
| | Elementary & Secondary Basic Skills | | | welfare to achieve long-term self-sufficiency through coordinated student services offered at our six campuses. Our student support services include work study, job placement, coordination, curriculum development and redesign, and under certain conditions post-employment skills | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|---|----------|
| | | | | training, and instructional services. Additionally, we offer eligible students assistance with course selection, books, transportation, assessment, counseling services, paid internship opportunities and job placement. | |
| San Diego Employment | Student Support Services & | Collaborate to provide workshops and training to | Teachers/Advisors & | The Employment Development | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|---|--------------------------------|---|----------|
| Development Department (EDD) & CalJOBS | Transition Workforce Prep; Elementary & Secondary Basic Skills; | <p>faculty, staff, and students</p> <p>Assist to create a “Career Pathway” for adult education learners</p> | Administrators & WIOA Partners | <p>Department’s Workforce Services Branch (WSB) provides a comprehensive range of employment and training services in partnership with state and local agencies and organizations through the America’s Job Center of California (AJCC), formerly known as One-Stop Career Centers.</p> | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|---|----------|
| | | | | <p>The CalJOBS system provides labor exchange, training, and labor market information services to job seekers and employers in the State of California. CalJOBS. Resources for Workforce Partners provides information and links to webinars, videos, and other</p> | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|---|--|---|----------|
| | | | | resources to guide Workforce Partners and EDD staff through CaJOBS. | |
| San Diego County Building and Construction Trades Council, AFL-CIO | Student Support Services & Transition Workforce Prep; Elementary & Secondary Basic Skills | <p>Assist to create a “Career Pathway” for adult education learners.</p> <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | Teachers/Advisors & Administrators & WIOA Partners | APPRENTICESHIP OPPORTUNITIES: SDUSD students and graduates, veterans, and underrepresented groups (such as women and minorities) for apprenticeship | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|--|----------|
| | | | | <p>and pre-apprenticeship programs that provide career paths into middle-class construction trades.</p> <p>Under this agreement SDUSD will use union (joint labor-management) apprenticeship programs, which already graduate 92% of all state-approved apprentices in California,</p> | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|---|----------|
| | | | | <p><i>including 95% of all women and 92% of all minorities.</i></p> <p>Offer comprehensive formal craft training programs that set the standard in the construction industry.</p> <p>As part of the hands-on experience of working with</p> | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---------------------------------------|---|--------------------------------------|--|-----------|
| | | | | tools, the students, under the guidance and leadership of the skilled journeymen trades and crafts people of the Building Trades affiliates, use the skills and techniques learned in the classroom, in the community. | |
| Urban Corp of San Diego County | Student Support Services & Transition | Assist to create a “Career Pathway” for adult education learners. | Teachers/Advisors & Administrators & | Urban Corps is a locally-based nonprofit | June 2015 |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|--|-------------------------|---|----------|
| | Workforce Prep; Elementary & Secondary Basic Skills | <p>Consult in the development of CTE/Academic linked curriculum</p> <p>Students have access to a myriad of resources to bring rigor and relevance and relationships to students.</p> | WIOA Partners | conservation corps that provides a high school education and green job training to young adults ages 18-25. | |

PROGRAM AREA 02 TABLE 7.1

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

PROGRAM AREA 02 – TABLE 7.1

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--------------------------------|---|-----------------|
| Catholic Charities' Refugee Services | ESL/Citizenship | SDCE offered a special math class and computer class for their clients. SDCE refers students for counseling services. | SDCE | Offer several levels of ESL classes to immigrants who are not here by choice and/or are not able to join regular ESL classes because of time or location. | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--------------------------------|--|-----------------|
| | | | | Refer clients to SDCE ESL classes. | |
| International Rescue Committee | ESL/Citizenship | SDCE developed curriculum for a Seniors class. SDCE personnel attend fundraisers for IRC. | SDCE | Make presentations on immigration and Citizenship in SDCE classes. Provide legal counseling to Citizenship applicants. Provide funding for Citizenship curriculum materials. | Ongoing |
| Employment Rights Center | ESL/Citizenship | SDCE personnel donated supplies and money to assist | SDCE | Provide legal counseling to | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--------------------------------|---|-----------------|
| | | immigrant children crossing the border this year. | | SDCE students. | |
| City Heights Foundation | ESL/Citizenship | | SDCE | Provide space for ESL classes. | in the future |
| USCIS | ESL/Citizenship | SDCE Citizenship Coordinator attends monthly meetings. Jointly plan events. | SDCE | | Ongoing |
| La Maestra | ESL/Citizenship | | SDCE | Attend Resources fair at Mid City yearly. | Ongoing |
| San Diego Council on Literacy | ESL/Citizenship, ABE, ASE | | SDCE | Refer students to SDCE programs. | Ongoing |
| READ San Diego | ESL/Citizenship | | SDCE | Refer students to SDCE programs. | Ongoing |
| San Diego Libraries | ESL/Citizenship | SDCE advertises their programs in ESL classes. | SDCE | Provide space for classes. | Ongoing |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|--|--------------------------------|---|---------------------------|
| National Association of Latino Elected & Appointed Officials, YouAreAmerica.org, San Diego Immigrants' Rights Consortium | ESL/Citizenship | SDCE organized a Citizenship Fair at ECC. | SDCE | Provided naturalization application preparers and legal assistance. | November 2014 and ongoing |
| Price Charities | ESL/Citizenship | | SDCE | Provided books and other materials for classes. May provide classroom space in the future. | Ongoing |
| Alliance for African Progress | ESL/Citizenship | | SDCE | | |

PROGRAM AREA 03 TABLE 7.1

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

PROGRAM AREA 03 – TABLE 7.1

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|---|--|------------------------------------|-------------------------------|-----------------|
| San Diego Regional Center, Workforce Investment Board, Department of Rehabilitation, United Cerebral Palsy, Deaf Community Services, San Diego Center for the Blind, Association for Retarded Citizens, The San Diego Public Library | Adults with Disabilities, ABE/ASE, CTE | Advisory board formation, ongoing meetings | SDCE, SDUSD | Staff time | 1 year |
| San Diego City, Mesa | Adults with | Collaboration of | SDCE | Staff time, | 2 years |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|------------------------------------|-------------------------------|-----------------|
| and Miramar Colleges | Disabilities | administration, faculty and staff to include mental health services to SDCE students | | facilities, resources | |
| San Diego City, Mesa and Miramar Colleges | Adults with Disabilities | Collaboration of administration, faculty and staff to include access to tutoring centers and high-tech centers/computer labs to SDCE students | SDCE | Staff time, facilities | 2 years |
| San Diego Public Libraries | Adults with Disabilities | collaboration to offer courses to adults with disabilities within accessible library computer lab | SDCE, SDUSD | facilities | 1 year |
| | | | | | |

PROGRAM AREA 04 TABLE 7.1

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

PROGRAM AREA 04 – TABLE 7.1

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|--------------------------------|-------------------------------|-----------------|
| WIB:South Metro Career Center (A one stop career center) | 4 | Outreach:Community Liaison/CTE Counselor regularly attends the All Region Staff Meeting | Staff Time | Staff Time | 6 months |
| WIB:South Metro Career Center (A one stop career center) | 4 | Outreach:Community Liaison/CTE Counselor regularly attends the Career Agents Meeting | Staff Time | Staff Time | 6 months |
| WIB:South Metro Career Center (A one stop career center) | 4 | Outreach: Community Liaison/CTE Counselor works a three hour an SDCE | Staff Time | Staff Time | 6 months |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--|---|------------------|
| | | table located at South Metro | | | |
| WIB:South Metro Career Center (A one stop career center) | 4 | Leverage Resources: CTE counselors/faculty refer SDCE students to a SMCC's orientation (which occur 3 times a week) after assisting students in registering on CALJOBS and submitting their resume on CALJOBS (the steps that precede orientation) | Release time for PD for counselors and staff to understand SMCC's membership procedures. | Modification of application to include designation that allows tracking of our or students without using Social Security Numbers. Staff Time for collaboration. | 6 months-2 years |
| WIB:South Metro Career Center (A one stop career center) | 4 | Leverage Resources: CTE faculty/counselors organize field trips to SDCE's computer lab located at SMCC's to familiarize students with additional resources. | Staff time to organize field trip and coordinate with the lab. | Continued use of lab space | 6 months |
| | | | | | |

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|--|------------------------------------|---|-------------------------|------------------------|----------|
| | | | | | |
| | | | | | |
| | | | | | |

PROGRAM AREA 05 TABLE 7.1

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium’s partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

PROGRAM AREA 05 – TABLE 7.1

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|--|--------------------------------|-------------------------------|-----------------|
| TBD | TBD | TBD | TBD | TBD | TBD |
| | | | | | |

GLOSSARY OF ACRONYMS

This section contains explanations of acronyms contained in this document.

G

GLOSSARY OF ACRONYMS

| | |
|----------------|--|
| ABC | Association of Builders and Contractors |
| ABE/ASE | Adult Basic/Secondary Education |
| ABI | Acquired Brain Injury |
| ACE2 | Accelerated Continuing Education and College English |
| APC | Assistant Program Chair |
| BIT | Business Information Technology |
| CAHSEE | California High School Exit Exam |
| CASAS | Comprehensive Adult Student Assessment Systems |
| CCR | College and Career Readiness |
| CDCP | Career Development and College Preparation |
| CNA | Certified Nurse Assistant |
| CTE | Career Technical Education |
| DOR | Department of Rehabilitation |
| DSPS | Disability Support Programs and Services |
| ECC | Educational Cultural Complex |

| | |
|---------------|--|
| ESL | English as a Second Language |
| ESOL | English for Speakers of Other Languages |
| EST | Electrical Systems Technology |
| FLEX | Flexible Calendar (associated with Professional Development) |
| FTES | Full time equivalent students |
| HSDP | High School Diploma Program |
| IBEST | Integrated Basic Education and Skills Training |
| ICT | Information and Communication Technologies |
| NAAL | National Assessment of Adult Literacy |
| PD | Professional Development |
| SANDAG | San Diego Regional Planning Agency |
| SDAERC | San Diego Adult Education Regional Consortium |
| SDCCD | San Diego Community College District |
| SDCE | San Diego Continuing Education |
| SDICCA | San Diego Imperial County Community College Association |
| SDUSD | San Diego Unified School District |

| | |
|--------------|--|
| SDWP | San Diego Workforce Partnership |
| SLO | Student Learning Outcome |
| TABE | Test of Adult Basic Education |
| TRACE | Transition Resources For Adult Community Education |
| VABE | Vocational Adult Basic Education |
| VESL | Vocational English as a Second Language |
| WASC | Western Association of Schools and Colleges |

NOTES

This section is for summarizing notes from third party readers to be shared with SDAERC.



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