

Part I: IELCE Implementation for 2022-2023

Assurances for the Section 243 Integrated EL Civics Program of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA)

1. The Integrated EL Civics program meets the Integrated Education and Training requirement of being part of at least one career pathway. (REFERENCE: 34 CFR 463.38(b))
2. The career pathways are designed to meet the following requirements of the Integrated EL Civics program. (REFERENCE: 34 CFR 463.73(b))
 - a. Prepare for and place adult English language learners in unsubsidized employment within in-demand industries and occupations leading to economic self-sufficiency
 - b. Integrate with the local workforce development system and its functions to carry out program activities
3. The Integrated EL Civics program includes the following English language acquisition and civics education requirements. (REFERENCE 34 CFR 463.33(b))
 - a. Instruction in literacy and English language acquisition
 - b. Instruction on the rights and responsibilities of citizenship and civic participation
4. The adult education component of the Integrated EL Civics program is aligned with the state's content standards for adult education (i.e., the College and Career Readiness Standards and the corresponding English Language Proficiency Standards for Adult Education). (REFERENCE: 34 CFR 463.38)
5. The adult education and literacy activities, workforce preparation, and workforce training occur concurrently and contextually in ways that meet the following requirements. (REFERENCE: 34 CFR 463.37 and 436.35)
 - a. Contain sufficient intensity and quality based on rigorous research (e.g., research on reading, writing, math, and English proficiency of eligible individuals)
 - b. Occur simultaneously
 - c. Use occupationally relevant instructional materials
 - d. Have a single set of learning objectives identifying specific adult education content; workforce preparation activities; and workforce training competencies and program activities functioning cooperatively
6. Attendance records and certificates that verify that Integrated EL Civics students have been enrolled in or have completed workforce training programs will be maintained.

I have read all assurances and certify that we will comply with the requirements of the Section 243 Integrated EL Civics program of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding and that, to the best of my knowledge, the information contained in this document is correct and complete.

Name and Title Magdalena Kwiatkowski, WIOA Grant Coordinator

Email mkwiatko@sdccd.edu

Phone 619-388-4514

Signature Magdalena Kwiatkowski

Date Signed 4/4/2023

Part I: IELCE Implementation for 2022-2023

Integration of the IET Components

Program Type

Industry Sector Business and Finance

Career Pathway Account Clerk

Training Program SDCCE Account Clerk Certificate Program

Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Account Clerk Certificate
Teaching Model	Alternate Teaching

IET Components

<p>1 - Basic Business Math 1 OFSY 500</p> <p>Hours per week 3 Total weeks 9 Total hours 27 ELL Enrollment 18 Comments This course has been of enrollment in any section</p>	<p>1 - ADV VESL: Career Exploration and Job Search</p> <p>Objectives 33 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 147 Comments ADV VESL: Career Explor also offer at the Beg and In many options students cou Comments ESL class sections. Studer developed for different leve across campuses). The EL course in 2022-23.</p>	<p>1 - ADV VESL: Career Exploration and Job Search</p> <p>Objectives 33 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 147 Comments ADV VESL: Career Explor workforce preparation. It is while they are enrolled in a Fall 2022 and Spring 2023 ESL class sections. The E course in 2022-23.</p>
<p>2 - Basic Business Math 2 OFSY 501</p> <p>Hours per week 3 Total weeks 9 Total hours 27 ELL Enrollment 10 Comments This course has been of enrollment in any section</p>	<p>2 - ADV VESL for Career Pathways (with Career Modules)</p> <p>Objectives 52, 53 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 80 Comments ADV VESL for Career Path English literacy instruction options students can choo class sections. Students co developed for different leve across campuses). The EL course in 2022-23.</p>	<p>2 - ADV VESL for Career Pathways (with Career Modules)</p> <p>Objectives 52, 53 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 80 Comments VESL for Career Pathways workforce preparation. It is instruction while they are e SDCCE. In Fall 2022 and vocational ESL class secti of this course in 2022-23.</p>
<p>3 - Computerized Accounting (Quickbooks) ACCT 502</p> <p>Hours per week 3 Total weeks 18 Total hours 56 ELL Enrollment 13 Comments This course has been of enrollment in any section</p>	<p>3 - Computerized Accounting (Quickbooks) ACCT 502</p> <p>Hours per week 3 Total weeks 18 Total hours 56 ELL Enrollment 13 Comments This course has been of enrollment in any section</p>	<p>3 - Computerized Accounting (Quickbooks) ACCT 502</p> <p>Hours per week 3 Total weeks 18 Total hours 56 ELL Enrollment 13 Comments This course has been of enrollment in any section</p>
<p>4 - Accounting: Beginning ACCT 511</p> <p>Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 32 Comments This course has been of enrollment in any section</p>	<p>4 - Accounting: Beginning ACCT 511</p> <p>Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 32 Comments This course has been of enrollment in any section</p>	<p>4 - Accounting: Beginning ACCT 511</p> <p>Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 32 Comments This course has been of enrollment in any section</p>
<p>5 - Accounting: Intermediate ACCT 512</p> <p>Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 6 Comments This course has been of in any section of the cou</p>	<p>5 - Accounting: Intermediate ACCT 512</p> <p>Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 6 Comments This course has been of in any section of the cou</p>	<p>5 - Accounting: Intermediate ACCT 512</p> <p>Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 6 Comments This course has been of in any section of the cou</p>

Hours per week	7.5
Total weeks	6
Total hours	45
ELL Enrollment	19
Comments	This course has been of enrollment in any section

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Define accounting and other related terms.
2. Define the elements of accounting and the accounting equation.
3. Follow oral and written instructions to set up an accounting system by preparing a chart of accounts and a balance sheet for a beginning business.
4. Analyze and describe transactions into debit and credit components and explain how these operations affect owner's equity.
5. Follow oral and written instructions to perform selected accounting activities using microcomputers to record basic transactions for a business.
6. Research and describe job duties, educational requirements, and career opportunities in the accounting field.
7. Define professional ethics and personal integrity, and describe potential solutions to ethical dilemmas that may be encountered in real-life business situations.
8. Use math terminology to describe and perform basic accounting transactions.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
Address	8355 Aero Drive San Diego, CA 92123
Phone	619-388-1800
Email	mgray@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).
 - b. Describe how your agency assessed the needs and goals of your ESL students in establishing your training programs and a training plan for individual students.
2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
5. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.).

1a. San Diego College of Continuing Education (SDCCE) collaborates with the LWDB/AJCC through local planning, partnering on grant applications, MOU development, and cooperative leadership committees in the region. Recent efforts include participating in quarterly Metro Partner Meetings and presenting at AJCC orientations in the Metro Region. SDCCE is also a WIOA Title I OSY contracted provider with the LWDB, which supports the San Diego Gateway to College and Career program, with the local AJCC as a referral partner.

1b. Each semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE) reports Basic Skills and ESL Student co-enrollment with CTE classes. Last year's data indicated the greatest co-enrollment for Business and Accounting, Child Development, Digital Media and Programming, and Healthcare CTE programs. These data help us prioritize the curriculum for our VESL for Career Pathways, which now has career modules in all but one of those areas, and for Advanced VESL for Healthcare Careers. In Fall 2022, we added an Intermediate VESL curriculum for students interested in a Personal Caregiver career.

To establish a training plan for individual students, we work with counselors to make sure more Int/Adv level ESL students have a student education plan to transition more smoothly to CTE courses. All VESL instructors facilitate career goal-setting activities. In the Int/Adv VESL courses, students study the Destinations Chart in the ESL Student Guide, which shows pathways to SDCCE CTE courses. In Advanced levels, they do extensive career exploration and job search on two possible careers they would like to pursue.

2. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdcce.edu).

All ESL students receive the ESL Student Guide developed by the ESL Learner Persistence Committee, which includes a list of CTE courses; a Destinations Chart with pathways from ESL to CTE certificate programs, high school diploma/GED, and the three credit colleges; and information about local community resources. In April, we held an Open House at Mid City Campus, with counselors and faculty presenting our CTE programs. Every year, we also organize a Community Partners event, where local agencies present their resources and services.

SDCCE Student Services (DSPS, Veteran Services, SDCCE CARES, CalWORKs) offer services which help break down barriers to success among underserved populations. Career Services counselors provide individual appointments for students.

3. The SDCCE Special Projects Manager, the Deans, WIOA Coordinators, CalWORKs staff, faculty, and counselors are all involved in the collaboration. The PRIE co-enrollment reports are discussed during the WIOA Committee and ESL Leadership meetings to identify career pathways and workforce preparation needs. New COAAPs are developed based on instructor and student input collected by the EL Civics Coordinators through semester surveys.

The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services across the institution.

4. The large selection of SDCCE course offerings and scheduling flexibility are key to our ability to provide the three IET components concurrently. Most ESL/VESL and CTE courses are offered in multiple sections and/or online, which allows students to enroll in both programs during the same semester. In 2022-23, Workforce Preparation activities have been taught in all VESL classes, through EL Civics 243 curricula administered in 120 classes, and through Burlington Career Modules, which students complete individually and at their own pace. With 185 online core ESL/VESL class sections and 91 open-enrollment onsite core ESL classes in 2022-23, students could easily select a class concurrent with CTE.

5. Each semester we assess SLOs to monitor how well we are meeting students' learning goals. Headcount, Retention and Completion data are studied annually in a program review to identify trends that inform strategic goals and resource requests. Front line staff in placement offices and classrooms keep the instructional leadership informed about how well our course programming and processes are serving students. Evaluation and feedback from staff and students drive strategic goals for improvement. In addition, we have a robust ESL committee structure whereby faculty have weekly opportunities for professional development on topics related to learner persistence, use of technology for language learning, textbook review, transition to college, and DEIAA. Instructors can also participate in a wide variety of professional development FLEX activities.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all San Diego College of Continuing Education (SDCCE) classes is reported through the San Diego Community College (SDCCD) PeopleSoft system. Attendance for online courses is reported at the end of the semester and is based on census dates, while attendance for onsite in-person courses, which are open-enrollment, is reported daily. All ESL attendance data is uploaded to TOPSpro from the SDCCD attendance database on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, we receive a detailed co-enrollment report from the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE), which gives us ABE/ASE/ESL student co-enrollment numbers for each CTE course.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

This is a popular, well-established program. We are not planning any changes next year.

Program Type

Industry Sector	Business and Finance
Career Pathway	Business Information Worker
Training Program	SDCCE Business Information Worker Certificate Prog
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	BIW I: Entry Levels Skills; II: Communication Skills; III: Technical Skills Certificates
Teaching Model	Alternate Teaching

IET Components

<p>1 - Keyboarding OFSY 541</p> <p>Hours per week 10</p> <p>Total weeks 9</p> <p>Total hours 90</p> <p>ELL Enrollment 102</p> <p>Comments This course is part of BIV Enrollment (102) represent or Spring 2023.</p>	<p>1 - ADV VESL: Career Exploration and Job Search</p> <p>Objectives 33</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 147</p> <p>Comments ADV VESL: Career Exploration also offer at the Beg and In many options students could developed for different level across campuses). The ESL course in 2022-23.</p>	<p>1 - ADV VESL: Career Exploration and Job Search</p> <p>Objectives 33</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 147</p> <p>Comments ADV VESL: Career Exploration workforce preparation. It is while they are enrolled in a Fall 2022 and Spring 2023 ESL class sections. The ESL course in 2022-23.</p>
<p>2 - Word Processing: Beg OFSY 596</p> <p>Hours per week 7.5</p> <p>Total weeks 6</p> <p>Total hours 45</p> <p>ELL Enrollment 57</p> <p>Comments This course is part of BIV Enrollment (57) represent Spring 2023.</p>	<p>2 - ADV VESL for Career Pathways (with Career Modules)</p> <p>Objectives 52, 53</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 80</p> <p>Comments ADV VESL for Career Pathways along with workforce preparation literacy instruction while the offered at SDCCE. In Fall core or vocational ESL class section of this course in 20</p>	<p>2 - ADV VESL for Career Pathways (with Career Modules)</p> <p>Objectives 52, 53</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 80</p> <p>Comments ADV VESL for Career Pathways along with workforce preparation literacy instruction while the offered at SDCCE. In Fall core or vocational ESL class section of this course in 20</p>
<p>3 - Electronic Info Management (Outlook) OFSY 528</p> <p>Hours per week 4</p> <p>Total weeks 9</p> <p>Total hours 36</p> <p>ELL Enrollment 14</p> <p>Comments This course is part of BIV Enrollment (14) represent Spring 2023.</p>		

4 - Business Communications I OFSY 505	
Hours per week	6
Total weeks	9
Total hours	54
ELL Enrollment	12
Comments	This course is part of BIV ELL Enrollment (12) represents 2022, or Spring 2023.

Comments ADV VESL for Career Path English literacy instruction options students can choose class sections. Students can be developed for different levels across campuses). The EL course in 2022-23.

5 - Business Communications II OFSY 506	
Hours per week	6
Total weeks	9
Total hours	54
ELL Enrollment	16
Comments	This course is part of BIV ELL Enrollment (16) represents 2022, or Spring 2023.

6 - Workplace Professional OFSY 507	
Hours per week	3
Total weeks	18
Total hours	54
ELL Enrollment	8
Comments	This course is part of BIV ELL Enrollment (8) represents or Spring 2023.

7 - Business Information Systems COMP 628	
Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	9
Comments	This course is part of BIV Enrollment (9) represents Spring 2023.

8 - Microsoft Windows OFSY 527	
Hours per week	2.5
Total weeks	18
Total hours	45
ELL Enrollment	14
Comments	This course is part of BIV Enrollment (14) represents Spring 2023.

9 - Spreadsheets: Beginning OFSY 575	
Hours per week	7.5
Total weeks	6
Total hours	45

ELL Enrollment	29
Comments	This course is part of BIV Enrollment (29) represent Spring 2023.

Single Set of Learning Objectives (Contextualization)

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1. Demonstrate the knowledge of vocabulary and meaning of terms related to keyboarding the world of business.
2. Boot the computer system and/or demonstrate local area network (LAN) procedures to access the word processing program and power down/log off the system.
3. Identify and use common computer hardware components: hard drive, keyboard, monitor, computer processing unit (CPU), printer and mouse.
4. Explain and use basic computer and word processing terminology.
5. Identify and use basic features of the word processing system.
6. Make decisions regarding proper format and features to produce standard business and professional documents such as letters and memos, simple tables, columns, reports/forms and resumes.
7. Use a variety of resource materials such as software manuals, tutorials, on-line help, and internet research to find solutions to office equipment problems.
8. Explain proper procedures to send, receive and organize email messages.
9. Modify and manage contact information, including sorting, searching and printing.
10. Demonstrate ability to construct grammatically and orthographically correct sentences.
11. Demonstrate ability to proofread.?
12. Demonstrate ability to organize and write messages for greatest clarity.?
13. Produce various types of business letters and memos in language and style appropriate to the specific situation.?
14. Create an effective resume and cover letter.?
15. Explain workplace structures, expectations, roles and responsibilities.??
16. Describe various workplace environments and expectations.??
17. Demonstrate presentation and communication skills used in the workplace.?
18. Evaluate and explain strategies for career success and leadership.?
19. Solve spreadsheet problems using problem solving skills.
20. Demonstrate use of software manuals, tutorials and on-line help to find solutions.
21. Describe the tools needed to use the Internet for communication, collaborating and eCommerce.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
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Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).
 - b. Describe how your agency assessed the needs and goals of your ESL students in establishing your training programs and a training plan for individual students.

2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
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The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services across the institution.

4. The large selection of SDCCE course offerings and scheduling flexibility are key to our ability to provide the three IET components concurrently. Most ESL/VESL and CTE courses are offered in multiple sections and/or online, which allows students to enroll in both programs during the same semester. In 2022-23, Workforce Preparation activities have been taught in all VESL classes, through EL Civics 243 curricula administered in 120 classes, and through Burlington Career Modules, which students complete individually and at their own pace. With 185 online core ESL/VESL class sections and 91 open-enrollment onsite core ESL classes in 2022-23, students could easily select a class concurrent with CTE.

5. Each semester we assess SLOs to monitor how well we are meeting students' learning goals. Headcount, Retention and Completion data are studied annually in a program review to identify trends that inform strategic goals and resource requests. Front line staff in placement offices and classrooms keep the instructional leadership informed about how well our course programming and processes are serving students. Evaluation and feedback from staff and students drive strategic goals for improvement. In addition, we have a robust ESL committee structure whereby faculty have weekly opportunities for professional development on topics related to learner persistence, use of technology for language learning, textbook review, transition to college, and DEIAA. Instructors can also participate in a wide variety of professional development FLEX activities.

Part B (Quantitative):

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2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

This is a popular, well-established program. We are not planning any changes next year.

Program Type

Industry Sector	Education, Child Development, and Family Services
Career Pathway	Child Home Care
Training Program	SDCCE Child Home Care Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Child Home Care Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Foundations of Child Care HMDV 575A	1 - English for Parents	1 - English for Parents
Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 22 Comments This course is offered every section of the course in	Objectives 11 Hours per week 15 Total weeks 18 Total hours 270 ELL Enrollment 174 Comments English for Parents is an offered in two 9-week sessions preparation. In Fall 2022 a Students could also get work levels and administered in ELL Enrollment (174) reflects 2022-23.	Objectives 11 Hours per week 15 Total weeks 18 Total hours 270 ELL Enrollment 174 Comments English for Parents is an offered in two 9-week sessions in while they are enrolled in a Fall 2022 and Spring 2023 ESL class sections. The E course in 2022-23.
2 - Intro to Child Care Business HMDV 575B Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 19		

Comments	This course is offered every section of the course in
3 - Multi-Age Development and Care HMDV 584	
Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	14
Comments	This course is offered every section of the course in

Single Set of Learning Objectives (Contextualization)

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1. Identify how social learning takes place and how modeling can be used as an effective tool for teaching young children.
2. Identify how caregivers can adjust their expectations and behavior to support and give optimal guidance to each child's individual temperament.
3. Demonstrate an understanding of the factors necessary for promoting positive self-esteem in children.
4. Demonstrate positive discipline and developmentally appropriate guidance techniques for children of varying ages.
5. List and demonstrate age-appropriate communication techniques.
6. Identify personal parenting/caregiver style and how each affects the developing child.
7. Identify developmentally appropriate indoor and outdoor childcare learning environments.
8. List childcare daily routines and age-appropriate curriculum.
9. Recognize how one's culture and ethnicity influence parenting/caregiving.
10. Identify strategies to promote cultural continuity.
11. Demonstrate an understanding of the roles of adults and caregivers in professional areas of service providing for the needs of infants and toddlers.
12. Identify career, vocational, and educational pathways related to caring for with multi-age children.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Jacqueline Hester
Address	7358 Armstrong Place San Diego, CA 92111
Phone	619-388-1950
Email	jhester@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).
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4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
5. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.).

1a. San Diego College of Continuing Education (SDCCE) collaborates with the LWDB/AJCC through local planning, partnering on grant applications, MOU development, and cooperative leadership committees in the region. Recent efforts include participating in quarterly Metro Partner Meetings and presenting at AJCC orientations in the Metro Region. SDCCE is also a WIOA Title I OSY contracted provider with the LWDB, which supports the San Diego Gateway to College and Career program, with the local AJCC as a referral partner.

1b. Each semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE) reports Basic Skills and ESL Student co-enrollment with CTE classes. Last year's data indicated the greatest co-enrollment for Business and Accounting, Child Development, Digital Media and Programming, and Healthcare CTE programs. These data help us prioritize the curriculum for our VESL for Career Pathways, which now has career modules in all but one of those areas, and for Advanced VESL for Healthcare Careers. In Fall 2022, we added an Intermediate VESL curriculum for students interested in a Personal Caregiver career.

To establish a training plan for individual students, we work with counselors to make sure more Int/Adv level ESL students have a student education plan to transition more smoothly to CTE courses. All VESL instructors facilitate career goal-setting activities. In the Int/Adv VESL courses, students study the Destinations Chart in the ESL Student Guide, which shows pathways to SDCCE CTE courses. In Advanced levels, they do extensive career exploration and job search on two possible careers they would like to pursue.

2. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdcce.edu).

All ESL students receive the ESL Student Guide developed by the ESL Learner Persistence Committee, which includes a list of CTE courses; a Destinations Chart with pathways from ESL to CTE certificate programs, high school diploma/GED, and the three credit colleges; and information about local community resources. In April, we held an Open House at Mid City Campus, with counselors and faculty presenting our CTE programs. Every year, we also organize a Community Partners event, where local agencies present their resources and services.

SDCCE Student Services (DSPS, Veteran Services, SDCCE CARES, CalWORKs) offer services which help break down barriers to success among underserved populations. Career Services counselors provide individual appointments for students.

3. The SDCCE Special Projects Manager, the Deans, WIOA Coordinators, CalWORKs staff, faculty, and counselors are all involved in the collaboration. The PRIE co-enrollment reports are discussed during the WIOA Committee and ESL Leadership meetings to identify career pathways and workforce preparation needs. New COAAPs are developed based on instructor and student input collected by the EL Civics Coordinators through semester surveys.

The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services across the institution.

4. The large selection of SDCCE course offerings and scheduling flexibility are key to our ability to provide the three IET components concurrently. Most ESL/VESL and CTE courses are offered in multiple sections and/or online, which allows students to enroll in both programs during the same semester. In 2022-23, Workforce Preparation activities have been taught in all VESL classes, through EL Civics 243 curricula administered in 120 classes, and through Burlington Career Modules, which students complete individually and at their own pace. With 185 online core ESL/VESL class sections and 91 open-enrollment onsite core ESL classes in 2022-23, students could easily select a class concurrent with CTE.

5. Each semester we assess SLOs to monitor how well we are meeting students' learning goals. Headcount, Retention and Completion data are studied annually in a program review to identify trends that inform strategic goals and resource requests. Front line staff in placement offices and classrooms keep the instructional leadership informed about how well our course programming and processes are serving students. Evaluation and feedback from staff and students drive strategic goals for improvement. In addition, we have a robust ESL committee structure whereby faculty have weekly opportunities for professional development on topics related to learner persistence, use of technology for language learning, textbook review, transition to college, and DEIAA. Instructors can also participate in a wide variety of professional development FLEX activities.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all San Diego College of Continuing Education (SDCCE) classes is reported through the San Diego Community College (SDCCD) PeopleSoft system. Attendance for online courses is reported at the end of the semester and is based on census dates, while attendance for onsite in-person courses, which are open-enrollment, is reported daily. All ESL attendance data is uploaded to TOPSpro

from the SDCCD attendance database on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, we receive a detailed co-enrollment report from the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE), which gives us ABE/ASE/ESL student co-enrollment numbers for each CTE course.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

The CTE Child Home Care Certificate Program, launched last year, is a revised version of the previously offered Family Home Day Care Training Program. We provide support for ESL students enrolled in this program through our newly developed Intermediate level English for Parents ESL course.

The instructor who developed the curriculum for English for Parents is currently also working to create a curriculum for the Advanced Level, which we plan to offer next year. In addition, she is writing a new EL Civics COAAP #13: Communicating with Child's School specifically adapted to the needs of this class, which we plan to offer next year as well.

Program Type

Industry Sector	Fashion and Interior Design
Career Pathway	Clothing Construction Program
Training Program	SDCCE Clothing Construction Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Clothing Construction Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Sewing Fundamentals I CLTX 620	1 - ADV VESL: Career Exploration and Job Search	1 - ADV VESL: Career Exploration and Job Search
Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 13 Comments This course has been of enrollment in any section	Objectives 33 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 147 Comments ADV VESL: Career Explor also offer at the Beg and In many options students cou	Objectives 33 Hours per week 15 Total weeks 9 Total hours 135 ELL Enrollment 147 Comments ADV VESL: Career Explor workforce preparation. It is while they are enrolled in a
2 - Sewing Fundamentals II CLTX 625 Hours per week 4 Total weeks 18 Total hours 72 ELL Enrollment 5 Comments This course has been of in any section of the cou	2 - ADV VESL for Career Pathways (with Career Modules) Objectives 52, 53	2 - VESL for Career Pathways (with Career Modules) Objectives 52, 53 Hours per week 15

3 - Sewing Like a Professional CLTX 630	
Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	2
Comments	This course has been offered in any section of the course.
4 - Contemporary tailoring CLTX 635	
Hours per week	4
Total weeks	18
Total hours	72
ELL Enrollment	0
Comments	This course is the last one that takes the whole semester year.

Hours per week	15
Total weeks	9
Total hours	135
ELL Enrollment	80
Comments	VESL for Career Pathways literacy instruction along with students can choose. In Fall sections. Students could attend different levels and administrative campuses). The ELL Enrollment 2022-23.

Total weeks	9
Total hours	135
ELL Enrollment	80
Comments	VESL for Career Pathways workforce preparation. It is instruction while they are enrolled SDCCE. In Fall 2022 and vocational ESL class section of this course in 2022-23.

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Select fabric, notions, and patterns appropriate to skill level.
2. Identify the tools/equipment used in both traditional and contemporary tailoring.
3. Demonstrate the use and maintenance of sewing machines, sergers, cutting tools, and other equipment and supplies necessary for efficient sewing.
4. Demonstrate the use of at least three timesaving techniques in garment construction.
5. Identify and describe different textiles, garment fitting techniques and alterations.
6. Describe fashion industry concepts and trends including green technology.
7. Design and organize a safe, efficient, and ergonomically correct workspace.
8. Develop a sewing portfolio illustrating new techniques and skills acquired.
9. Identify and discuss employment possibilities for sewers in all the different facets of the sewn product industry.
10. Identify the skills acquired that are transferable to the job market and have some knowledge about how to market them.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Lorie Howell
Address	3249 Fordham Street San Diego, CA 92110
Phone	619-388-1873
Email	lhowell@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).

b. Describe how your agency assessed the needs and goals of your ESL students in establishing your training programs and a training plan for individual students.

2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
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2. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdccce.edu).

All ESL students receive the ESL Student Guide developed by the ESL Learner Persistence Committee, which includes a list of CTE courses; a Destinations Chart with pathways from ESL to CTE certificate programs, high school diploma/GED, and the three credit colleges; and information about local community resources. In April, we held an Open House at Mid City Campus, with counselors and faculty presenting our CTE programs. Every year, we also organize a Community Partners event, where local agencies present their resources and services.

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3. The SDCCE Special Projects Manager, the Deans, WIOA Coordinators, CalWORKs staff, faculty, and counselors are all involved in the collaboration. The PRIE co-enrollment reports are discussed during the WIOA Committee and ESL Leadership meetings to identify career pathways and workforce preparation needs. New COAAPs are developed based on instructor and student input collected by the EL Civics Coordinators through semester surveys.

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5. Each semester we assess SLOs to monitor how well we are meeting students' learning goals. Headcount, Retention and Completion data are studied annually in a program review to identify trends that inform strategic goals and resource requests. Front line staff in placement offices and classrooms keep the instructional leadership informed about how well our course programming and processes are serving students. Evaluation and feedback from staff and students drive strategic goals for improvement. In addition, we have a robust ESL committee structure whereby faculty have weekly opportunities for professional development on topics related to learner persistence, use of technology for language learning, textbook review, transition to college, and DEIAA. Instructors can also participate in a wide variety of professional development FLEX activities.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.

2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

Clothing Construction has been a popular program among ESL students, but it has been negatively impacted by the transition to online teaching. As more CTE courses are offered onsite, we expect an increase in co-enrollment next year.

Program Type

Industry Sector	Health Science and Medical Technology
Career Pathway	Health Unit Coordinator
Training Program	SDCCE Health Unit Coordinator Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Health Unit Coordinator Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Medical Terminology HLTH 612	1 - ADV VESL for Healthcare Careers	1 - ADV VESL for Healthcare Careers
Hours per week 7 Total weeks 18 Total hours 126 ELL Enrollment 9 Comments This course has been of enrollment in any section	Objectives 32 Hours per week 9.5 Total weeks 9 Total hours 85.5 ELL Enrollment 41 Comments ADV VESL for Healthcare English literacy instruction workforce preparation option Adv Vocational ESL class (9 COAAPs developed for (200 seats across campus of this course in 2022-23.	Objectives 32 Hours per week 9.5 Total weeks 9 Total hours 85.5 ELL Enrollment 41 Comments ADV VESL for Healthcare preparation. It is offered every semester. In Fall and Spring 2023, we offer two sections. The ELL Enrollment for 2022-23.
2 - Health Unit Coordinator Basics HLTH 613 Hours per week 16.75 Total weeks 9 Total hours 150.75 ELL Enrollment 5		

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Explain the common rules for proper medical terms grammar, pronunciation and spelling.
2. Define, spell, and pronounce common terms related to the systems of the body.
3. Use root words, prefixes, suffixes, and combining forms to analyze and build medical terms.
4. Analyze and explain the medical terminology and vocabulary used in specialized areas of medicine, such as pharmacology, obstetrics, pediatrics, radiology and imaging, oncology, mental health and gerontology
5. Utilize appropriate sources, including internet and medical dictionary to research medical terminology.
6. Use standard medical abbreviations and symbols accepted by the Joint Commission.
7. Translate medical information and content into non-technical terms and vice versa.
8. Describe the role and responsibilities of a HUC.
9. Exhibit effective communication skills related to healthcare.
10. Apply selected HIPPA guidelines in all aspects of communication.
11. Describe selected workplace ethics and guidelines related to healthcare.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Catherine Shafer
Address	1901 Main Street San Diego, CA 92113
Phone	619-388-1910
Email	cshafer@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).
 - b. Describe how your agency assessed the needs and goals of your ESL students in establishing your training programs and a training plan for individual students.
2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
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1a. San Diego College of Continuing Education (SDCCE) collaborates with the LWDB/AJCC through local planning, partnering on grant applications, MOU development, and cooperative leadership committees in the region. Recent efforts include participating in quarterly Metro Partner Meetings and presenting at AJCC orientations in the Metro Region. SDCCE is also a WIOA Title I OSY contracted provider with the LWDB, which supports the San Diego Gateway to College and Career program, with the local AJCC as a referral partner.

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which now has career modules in all but one of those areas, and for Advanced VESL for Healthcare Careers. In Fall 2022, we added an Intermediate VESL curriculum for students interested in a Personal Caregiver career.

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The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services across the institution.

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Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

This is the first year we have included Healthcare Unit Coordinator pathway in our IELCE program. We are not planning any changes for next year at this point.

Program Type

Industry Sector	Health Science and Medical Technology
Career Pathway	Personal Care Assistant/Caregiver
Training Program	SDCCE Personal Care Assistant/Caregiver Certificat
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Personal Care Assistant/Caregiver Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Healthcare Careers HLTH 609	1 - INT VESL for Caregivers	1 - INT VESL for Caregivers
Hours per week 10 Total weeks 8 Total hours 80 ELL Enrollment 15 Comments This course has been of enrollment in any section	Objectives 71 Hours per week 15 Total weeks 18 Total hours 270 ELL Enrollment 56 Comments INT VESL for Caregivers is preparation for students in class which has been offered regular core or vocational offered 91 onsite open-enrollment Enrollment (56) reflects the	Objectives 71 Hours per week 15 Total weeks 18 Total hours 270 ELL Enrollment 56 Comments INT VESL for Caregivers is preparation for students in class which has been offered regular core or vocational offered 91 onsite open-enrollment Enrollment (56) reflects the
2 - Personal and Home Care Aid HLTH 610 Hours per week 12 Total weeks 10 Total hours 120 ELL Enrollment 13 Comments This course has been of enrollment in any section		

Single Set of Learning Objectives (Contextualization)

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1. Explain the common rules for proper medical terms grammar, pronunciation and spelling.
2. Define, spell, and pronounce common terms related to the systems of the body.
3. Use root words, prefixes, suffixes, and combining forms to analyze and build medical terms.
4. Utilize appropriate sources, including internet and medical dictionary to research medical terminology.
5. Describe the role and responsibilities of a HUC.
6. Exhibit effective communication skills related to healthcare.
7. Apply selected HIPPA guidelines in all aspects of communication.
8. Describe selected workplace ethics and guidelines related to healthcare.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Catherine Shafer
Address	1901 Main Street San Diego, CA 92113
Phone	619-388-1910
Email	cshafer@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
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3. The SDCCE Special Projects Manager, the Deans, WIOA Coordinators, CalWORKs staff, faculty, and counselors are all involved in the collaboration. The PRIE co-enrollment reports are discussed during the WIOA Committee and ESL Leadership meetings to identify career pathways and workforce preparation needs. New COAAPs are developed based on instructor and student input collected by the EL Civics Coordinators through semester surveys.

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4. The large selection of SDCCE course offerings and scheduling flexibility are key to our ability to provide the three IET components concurrently. Most ESL/VESL and CTE courses are offered in multiple sections and/or online, which allows students to enroll in both programs during the same semester. In 2022-23, Workforce Preparation activities have been taught in all VESL classes, through EL Civics 243 curricula administered in 120 classes, and through Burlington Career Modules, which students complete individually and at their own pace. With 185 online core ESL/VESL class sections and 91 open-enrollment onsite core ESL classes in 2022-23, students could easily select a class concurrent with CTE.

5. Each semester we assess SLOs to monitor how well we are meeting students' learning goals. Headcount, Retention and Completion data are studied annually in a program review to identify trends that inform strategic goals and resource requests. Front line staff in placement offices and classrooms keep the instructional leadership informed about how well our course programming and processes are serving students. Evaluation and feedback from staff and students drive strategic goals for improvement. In addition, we have a robust ESL committee structure whereby faculty have weekly opportunities for professional development on topics related to learner persistence, use of technology for language learning, textbook review, transition to college, and DEIAA. Instructors can also participate in a wide variety of professional development FLEX activities.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

1. Student attendance in all San Diego College of Continuing Education (SDCCE) classes is reported through the San Diego Community College (SDCCD) PeopleSoft system. Attendance for online courses is reported at the end of the semester and is based on census dates, while attendance for onsite in-person courses, which are open-enrollment, is reported daily. All ESL attendance data is uploaded to TOPSpro from the SDCCD attendance database on a monthly basis. The same process applies to ABE/ASE/ESL and CTE courses. Additionally, every semester, we receive a detailed co-enrollment report from the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE), which gives us ABE/ASE/ESL student co-enrollment numbers for each CTE course.

2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

In addition to the more general Advanced VESL for Healthcare Careers course we have been offering, this year we added an Intermediate VESL curriculum for students specifically interested in a Personal Caregiver career. At this point, we are not planning any changes for next year.

Program Type

Industry Sector	Business and Finance
Career Pathway	Project Management
Training Program	SDCCE Project Management Certificate Program
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Project Management Certificate
Teaching Model	Alternate Teaching

IET Components

<p>1 - Project Management I BUSN 621</p> <p>Hours per week 8</p> <p>Total weeks 8</p> <p>Total hours 64</p> <p>ELL Enrollment 30</p> <p>Comments This course has been of enrollment in any section</p>	<p>1 - ADV VESL: Career Exploration and Job Search</p> <p>Objectives 33</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 147</p> <p>Comments ADV VESL: Career Explor also offer at the Beg and In many options students cou ESL class sections. Studer developed for different leve across campuses). The EL course in 2022-23.</p>	<p>1 - ADV VESL: Career Exploration and Job Search</p> <p>Objectives 33</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 147</p> <p>Comments ADV VESL: Career Explor workforce preparation. It is while they are enrolled in a Fall 2022 and Spring 2023 ESL class sections. The E course in 2022-23.</p>
<p>2 - Project Management II BUSN 622</p> <p>Hours per week 8</p> <p>Total weeks 8</p> <p>Total hours 64</p> <p>ELL Enrollment 19</p> <p>Comments This course has been of enrollment in any section</p>	<p>2 - ADV VESL for Career Pathways (with Career Modules)</p> <p>Objectives 52, 53</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 80</p> <p>Comments ADV VESL for Career Pat English literacy instruction options students can choo class sections. Students c developed for different leve across campuses). The EL course in 2022-23.</p>	<p>2 - ADV VESL for Career Pathways (with Career Modules)</p> <p>Objectives 52, 53</p> <p>Hours per week 15</p> <p>Total weeks 9</p> <p>Total hours 135</p> <p>ELL Enrollment 80</p> <p>Comments ADV VESL for Career Pat along with workforce prep literacy instruction while th offered at SDCCE. In Fall core or vocational ESL cla section of this course in 20</p>

Single Set of Learning Objectives (Contextualization)

The single set of learning objectives should identify specific content from the IELCE/IET components (i.e. Adult Literacy (ESL), Workforce Preparation, and Workforce Training) that is organized to function cooperatively. List representative objectives that demonstrate the scope of the English language support for the specific workforce training course.

1. Identify and explain the elements of projects and project management in business.
2. Define and describe steps involved in project planning.
3. Identify and explain the characteristics of effective project teams and the roles and responsibilities of both project managers and project team members.
4. Demonstrate (orally and in writing) and use a software tool on a computer system to create and manage a project.
5. Present orally a sample project completed with a team.
6. Present a written report of a sample project completed with a team.

Workforce Training Providers

Agency Name San Diego College of Continuing Education

Training Coordinator Michelle Gray

Address 8355 Aero Drive
San Diego, CA 92123

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).
 - b. Describe how your agency assessed the needs and goals of your ESL students in establishing your training programs and a training plan for individual students.
2. Describe recruitment, orientation and continuing support of students in your agency's IELCE programs (e.g., barriers, childcare, transportation, scheduling, counseling, job navigation, job placement).
3. Describe the staff collaboration (i.e., ESL, CTE, Counseling, Administrative) to develop, implement, and improve the learning objectives and contextualized instruction in the IELCE/IET components (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training).
4. Describe how your agency's courses (i.e., Adult (ESL) Literacy, Workforce Preparation and Workforce Training) are conducted concurrently.
5. Describe your agency's efforts for evaluation and continuous improvement of your program (e.g. student/staff feedback, etc.).

1a. San Diego College of Continuing Education (SDCCE) collaborates with the LWDB/AJCC through local planning, partnering on grant applications, MOU development, and cooperative leadership committees in the region. Recent efforts include participating in quarterly Metro Partner Meetings and presenting at AJCC orientations in the Metro Region. SDCCE is also a WIOA Title I OSY contracted provider with the LWDB, which supports the San Diego Gateway to College and Career program, with the local AJCC as a referral partner.

1b. Each semester, the SDCCE Office of Planning, Research, and Institutional Effectiveness (PRIE) reports Basic Skills and ESL Student co-enrollment with CTE classes. Last year's data indicated the greatest co-enrollment for Business and Accounting, Child Development, Digital Media and Programming, and Healthcare CTE programs. These data help us prioritize the curriculum for our VESL for Career Pathways, which now has career modules in all but one of those areas, and for Advanced VESL for Healthcare Careers. In Fall 2022, we added an Intermediate VESL curriculum for students interested in a Personal Caregiver career.

To establish a training plan for individual students, we work with counselors to make sure more Int/Adv level ESL students have a student education plan to transition more smoothly to CTE courses. All VESL instructors facilitate career goal-setting activities. In the Int/Adv VESL courses, students study the Destinations Chart in the ESL Student Guide, which shows pathways to SDCCE CTE courses. In Advanced levels, they do extensive career exploration and job search on two possible careers they would like to pursue.

2. SDCCE recruits students through the online and printed schedule, social media, information booths at community events, brochures, class fliers, and targeted emails. CTE certificate programs are listed on the school website (www.sdccce.edu).

All ESL students receive the ESL Student Guide developed by the ESL Learner Persistence Committee, which includes a list of CTE courses; a Destinations Chart with pathways from ESL to CTE certificate programs, high school diploma/GED, and the three credit colleges; and information about local community resources. In April, we held an Open House at Mid City Campus, with counselors and faculty presenting our CTE programs. Every year, we also organize a Community Partners event, where local agencies present their resources and services.

SDCCE Student Services (DSPS, Veteran Services, SDCCE CARES, CalWORKs) offer services which help break down barriers to success among underserved populations. Career Services counselors provide individual appointments for students.

3. The SDCCE Special Projects Manager, the Deans, WIOA Coordinators, CalWORKs staff, faculty, and counselors are all involved in the collaboration. The PRIE co-enrollment reports are discussed during the WIOA Committee and ESL Leadership meetings to identify career pathways and workforce preparation needs. New COAAPs are developed based on instructor and student input collected by the EL Civics Coordinators through semester surveys.

The SDCCE Offices of Student Services and Instructional Services and the Access, Retention and Completion Pathways Subcommittee provide additional meeting platforms to discuss the alignment of schedules and student support services across the institution.

4. The large selection of SDCCE course offerings and scheduling flexibility are key to our ability to provide the three IET components concurrently. Most ESL/VESL and CTE courses are offered in multiple sections and/or online, which allows students to enroll in both programs during the same semester. In 2022-23, Workforce Preparation activities have been taught in all VESL classes, through EL Civics 243 curricula administered in 120 classes, and through Burlington Career Modules, which students complete individually and at their own pace. With 185 online core ESL/VESL class sections and 91 open-enrollment onsite core ESL classes in 2022-23, students could easily select a class concurrent with CTE.

5. Each semester we assess SLOs to monitor how well we are meeting students' learning goals. Headcount, Retention and Completion data are studied annually in a program review to identify trends that inform strategic goals and resource requests. Front line staff in placement offices and classrooms keep the instructional leadership informed about how well our course programming and processes are serving students. Evaluation and feedback from staff and students drive strategic goals for improvement. In addition, we have a robust ESL committee structure whereby faculty have weekly opportunities for professional development on topics related to learner persistence, use of technology for language learning, textbook review, transition to college, and DEIAA. Instructors can also participate in a wide variety of professional development FLEX activities.

Part B (Quantitative):

1. Describe how your agency tracks attendance in the IELCE/IET program within your agency.
2. If your IELCE/IET program partnered with another agency or agencies for Adult (ESL) Literacy, Workforce Preparation and/or Workforce Training, describe how you tracked attendance for those courses.

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

This is a popular, well-established program. We are not planning any changes for next year.

Program Type

Industry Sector	Business and Finance
Career Pathway	Small Business Planning and Growth
Training Program	SDCCE Small Business Planning and Growth Certifica
Credential Type	Local Education Agency CTE Program Certificate that meets CDE Standards
Specific Certification	Small Business Planning/Growth Certificate
Teaching Model	Alternate Teaching

IET Components

1 - Small Business Essentials BUSN 632	1 - ADV VESL: Career Exploration and Job Search	1 - ADV VESL: Career Exploration and Job Search
Hours per week 9	Objectives 33	Objectives 33
Total weeks 6	Hours per week 15	Hours per week 15
Total hours 54	Total weeks 9	Total weeks 9
ELL Enrollment 36	weeks	Total hours 135
	Total hours 135	

Comments	This course is part of the ELL Enrollment (36) represented in Fall 2022, or Spring 2023.
2 - Small Business Planning BUSN 631	
Hours per week	9
Total weeks	6
Total hours	54
ELL Enrollment	19
Comments	This course is part of the ELL Enrollment (19) represented in Fall 2022, or Spring 2023.
3 - Small Business Skills BUSN 632	
Hours per week	11.25
Total weeks	4
Total hours	45
ELL Enrollment	13
Comments	This course is part of the ELL Enrollment (13) represented in Fall 2022, or Spring 2023.
4 - Small Business Sales BUSN 632	
Hours per week	11.25
Total weeks	4
Total hours	45
ELL Enrollment	7
Comments	This course is part of the ELL Enrollment (7) represented in Fall 2022, or Spring 2023.
5 - Small Business Marketing BUSN 634	
Hours per week	11.25
Total weeks	4
Total hours	45
ELL Enrollment	7
Comments	This course is part of the ELL Enrollment (7) represented in Fall 2022, or Spring 2023.

ELL Enrollment	147
Comments	ADV VESL: Career Exploration and Preparation (also offer at the Beg and Int levels) is a course with many options students could choose from (including ESL class sections. Students developed for different levels across campuses). The ELL course in 2022-23.
2 - ADV VESL for Career Pathways (with Career Modules)	
Objectives	52, 53
Hours per week	15
Total weeks	9
Total hours	135
ELL Enrollment	80
Comments	ADV VESL for Career Pathways (with Career Modules) English literacy instruction and workforce preparation options students can choose from (including ESL class sections. Students developed for different levels across campuses). The ELL course in 2022-23.

ELL Enrollment	147
Comments	ADV VESL: Career Exploration and Preparation (also offer at the Beg and Int levels) is a course with many options students could choose from (including ESL class sections. Students developed for different levels across campuses). The ELL course in 2022-23.
2 - VESL for Career Pathways (with Career Modules)	
Objectives	52, 53
Hours per week	15
Total weeks	9
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ELL Enrollment	80
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Single Set of Learning Objectives (Contextualization)

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1. Differentiate and describe legal forms of ownership.
2. Describe business and personal skills necessary to start a small business.
3. Identify and describe legal issues and requirements of federal, state, county and city governments.
4. Describe various sales and marketing strategies.
5. Explain and develop a networking strategy, outlining target customers, mentors, industry peers, advisory groups and government.
6. Construct and describe an implementation for a small business.
7. Describe business and personal skills necessary for an entrepreneur or manager to run and grow a small business.

Workforce Training Providers

Agency Name	San Diego College of Continuing Education
Training Coordinator	Michelle Gray
Address	8355 Aero Drive San Diego, CA 92123
Phone	619-388-1800
Email	mgray@sdccd.edu

Program Coordination and Support

Part A (Qualitative):

1. Describe your agency's regional priority training needs and student training and career goals.
 - a. Describe how your agency assessed the priority job and training needs in your region (Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups, etc.).
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Part B (Quantitative):

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2. N/A

Planning

Indicate whether each program will continue or discontinue for the 2023-2024 Program Year.

Continuing

This is a popular, well-established program. We are not planning any changes next year.

Part II (optional): IELCE Planning for 2023-2024

New Programs for 2023-2024

Program Type

Industry Sector	Hospitality, Tourism, and Recreation
Career Pathway	Culinary Arts and Customer Service
Training Program	MAKE Projects

Credential Type	Other	▾
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12-week paid work experience at MAKE Café and job placement with San Diego Unified School District

Specific Certification	"Job Ready" at MAKE Cafe	✎
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Teaching Model	Alternate Teaching	▾
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Enter any comments you may have for next year's program (optional).

The MAKE (Merging Agriculture, Kitchens, and Employment) Projects is an employment social enterprise, which operates an urban farm, restaurant, and events/catering company to provide a paid, real-world work experience for low-income refugee and immigrant women and youth (www.sdmake.org).

This collaboration will provide workforce preparation and job training to our level 2-3 limited literacy students and subsequently connect them with employment in SD Unified food programs.