

SAN DIEGO
ADULT EDUCATION
REGIONAL CONSORTIUM
EFFECTIVENESS SURVEY

OFFICE OF PLANNING, RESEARCH, AND
INSTITUTIONAL EFFECTIVENESS

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Purpose

The San Diego Adult Educational Regional Consortium (SDAERC) asked the Office of Planning, Research, and Institutional Effectiveness (PRIE) to conduct a study that would allow the SDAERC to gauge its program's effectiveness and accountability. Feedback will help improve the SDAERC and assist towards the development of the new SDAERC strategic plan that will be submitted to the state by June 2019.

Methodology

The SDAERC revised the survey instrument in conjunction with the PRIE Office in January 2019. The survey instrument provided a series of structured and unstructured questions designed to gain both quantitative (structured, numeric) and qualitative (open-ended comments) feedback. The survey addressed the following items:

- 1) Governance & administrative oversight
- 2) Program effectiveness including barriers and opportunities
- 3) Member agency effectiveness

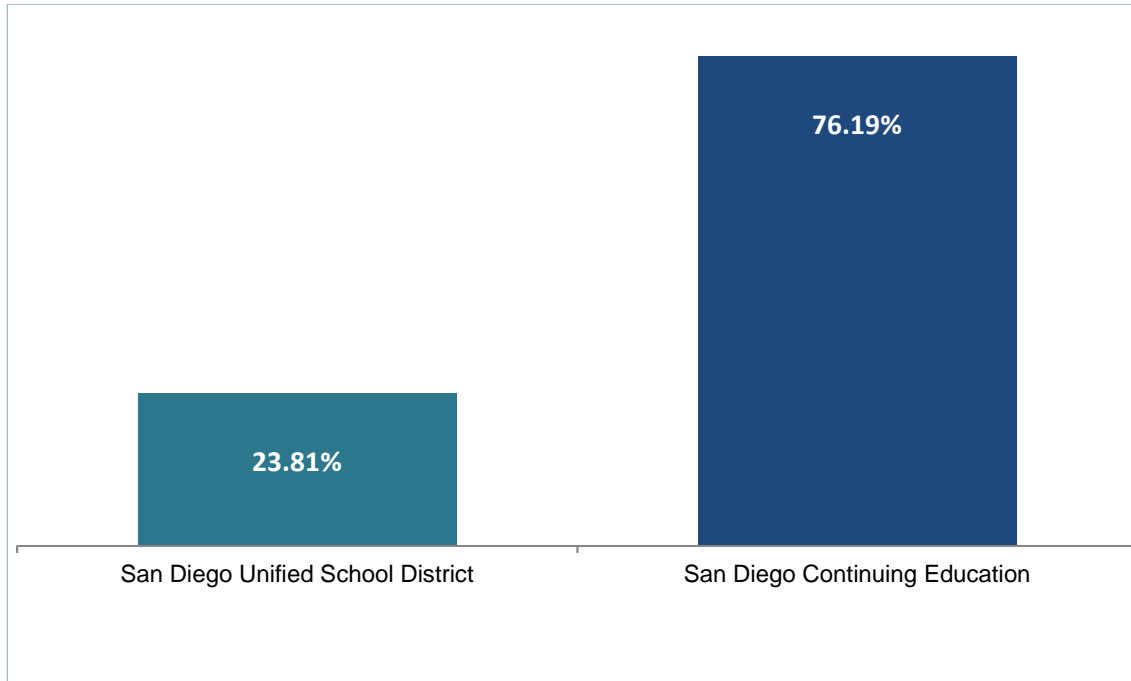
PRIE conducted online survey data collection in January and February (1/30/2019 – 2/18/2019). Forty-nine faculty and deans who had been identified as contributors to the SDAERC were emailed one survey invitation followed by four reminders. A total of 21 surveys were completed (44% response rate).

This report provides survey response tables and charts, as well as verbatim respondent comments.

RESULTS

SDAER Consortium Effectiveness Survey

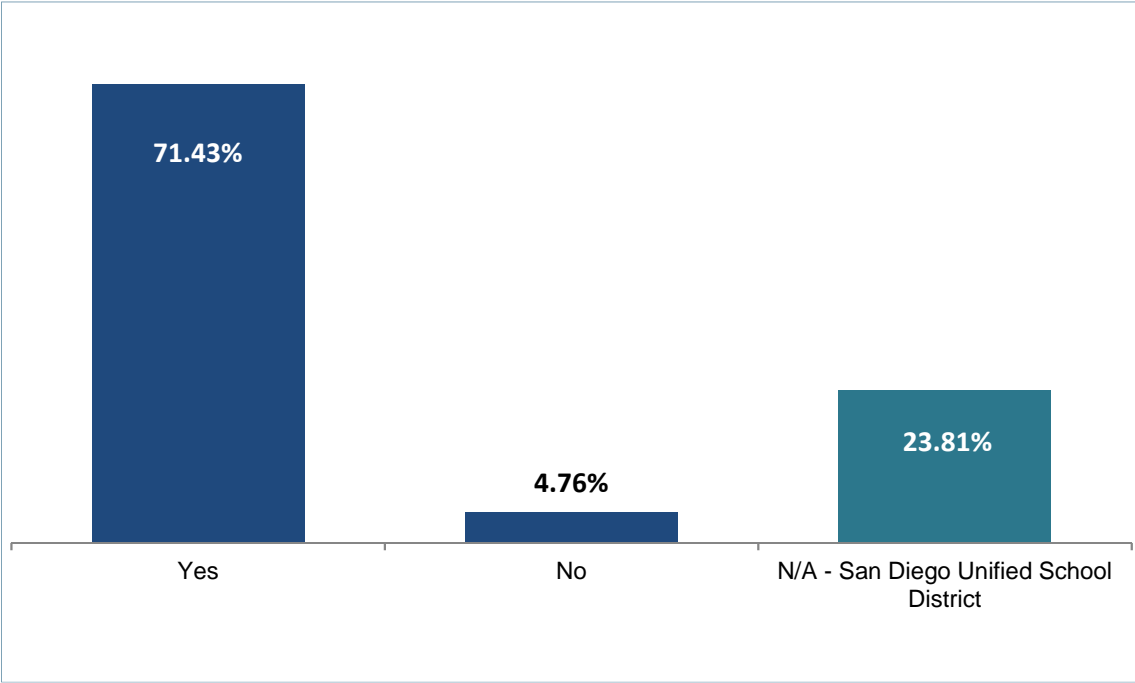
Q1. Please identify your constituency group:



Answer Choices	Responses	
San Diego Unified School District	23.81%	5
San Diego Continuing Education	76.19%	16
	Answered	21
	Skipped	0

SDAER Consortium Effectiveness Survey

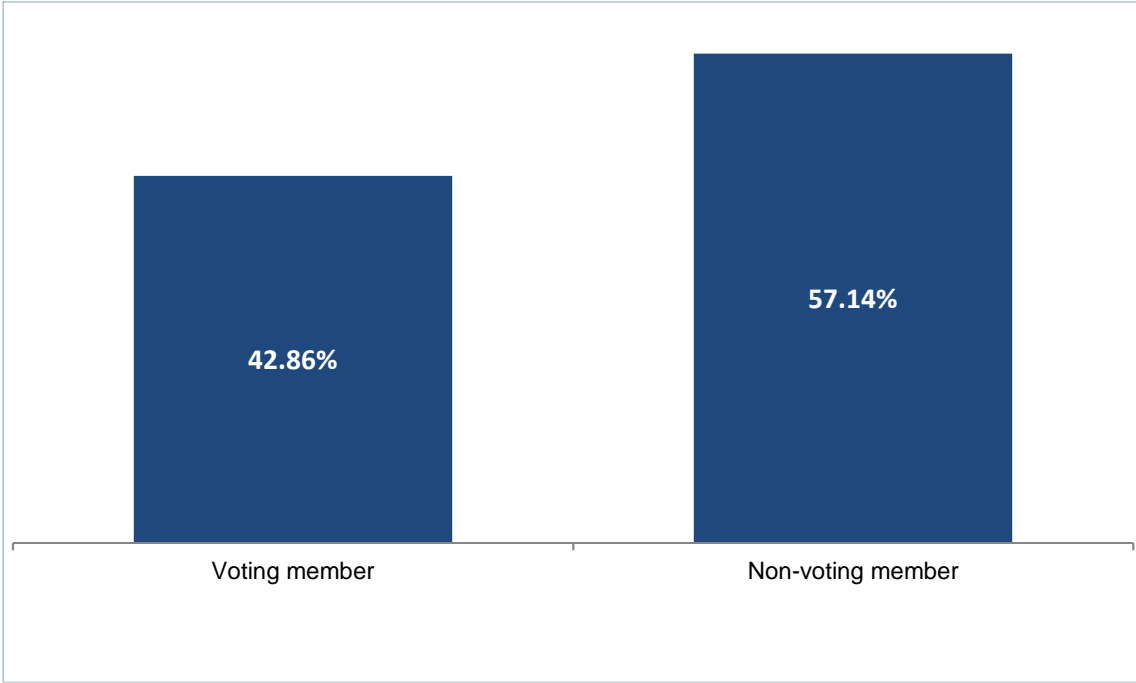
Q2. Have you ever participated in the SDCE AEBG Participatory Governance Committee?



Answer Choices	Responses	
Yes	71.43%	15
No	4.76%	1
N/A - San Diego Unified School District	23.81%	5
	Answered	21
	Skipped	0

SDAER Consortium Effectiveness Survey

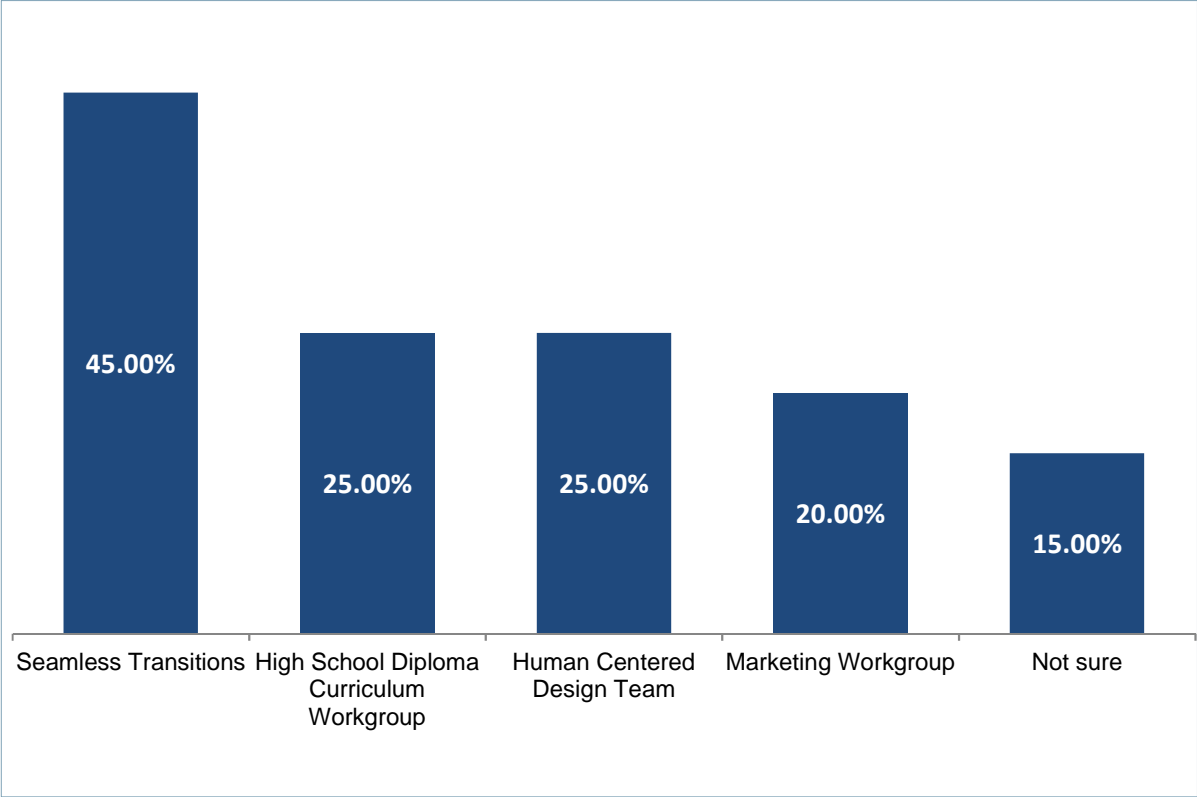
Q3. Please identify whether you are a voting member or not within the San Diego Adult Education Regional Consortium:



Answer Choices	Responses	
Voting member	42.86%	9
Non-voting member	57.14%	12
	Answered	21
	Skipped	0

SDAER Consortium Effectiveness Survey

Q4. Please select all the SDAER Consortium Workgroups where you have participated:

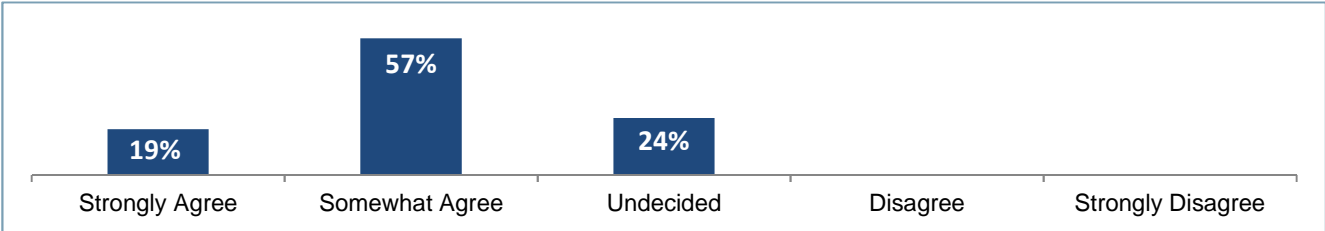


Answer Choices	Responses	
Seamless Transitions	45.00%	9
High School Diploma Curriculum Workgroup	25.00%	5
Human Centered Design Team	25.00%	5
Marketing Workgroup	20.00%	4
None of these	20.00%	4
Not sure	15.00%	3
	Answered	20
	Skipped	1

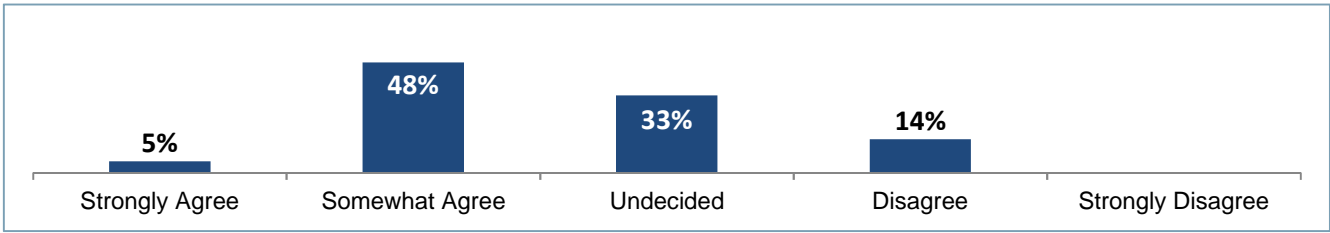
SDAER Consortium Effectiveness Survey

Q5. How much do you agree or disagree with the following statements:

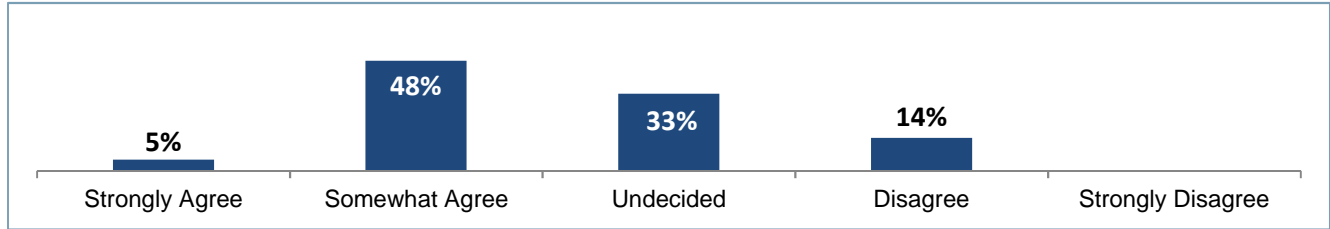
The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.



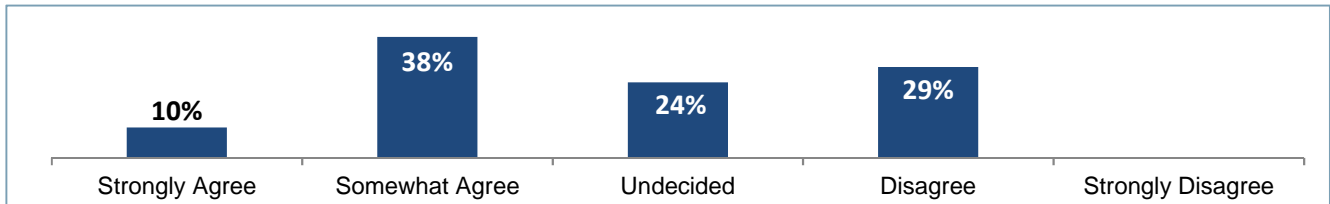
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).



The Consortium voting representatives have full understanding of the intent for AEBG.



We have the right representatives sitting on the Consortium.



SDAER Consortium Effectiveness Survey

Q5. How much do you agree or disagree with the following statements:

	Response	Count	Percent
The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.	Strongly Agree	4	19%
	Somewhat Agree	12	57%
	Undecided	5	24%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	21	100%
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	Strongly Agree	1	5%
	Somewhat Agree	10	48%
	Undecided	7	33%
	Disagree	3	14%
	Strongly Disagree	0	0%
	Total	21	100%
The Consortium voting representatives have full understanding of the intent for AEBG.	Strongly Agree	1	5%
	Somewhat Agree	10	48%
	Undecided	7	33%
	Disagree	3	14%
	Strongly Disagree	0	0%
	Total	21	100%
We have the right representatives sitting on the Consortium.	Strongly Agree	2	10%
	Somewhat Agree	8	38%
	Undecided	5	24%
	Disagree	6	29%
	Strongly Disagree	0	0%
	Total	21	100%

Answered	21
Skipped	0

SDAER Consortium Effectiveness Survey

Q5. How much do you agree or disagree with the following statements:

Please provide additional detail to explain your responses to the answers above.
I have seen so much collaboration between the two members this year. I think last year we were learning what the purpose of the workgroups were; deciding on terminology, etc. Workgroups have been a bit difficult since we need the okay from admin before proceeding with any collaborative ideas.
Although we are on the right track in many areas of our current plan, I believe that we need to make more of an effort to consistently evaluate the progress towards our goals, such as a regularly report out on the progress of the our goals, and set timelines for meeting new benchmarks. When it comes to overcoming bureaucratic barriers, we do not have the right representatives at the table. Both SDCE and SDUSD need to have their student information systems administrators participate in this process.
Need to implement the data workgroup. Need more variety in Consortium members on both sides to ensure decision-making can be made across each of the institutions.
I have not made most meetings so will be dropping from this committe. Another person was representing our department last year but is no longer with us.
It would help in requesting a survey that you identify your acronym. I'm involved with AEBG, but wasn't sure who this was.
The consortium has more recently been more collaborative
The consortium would benefit from having a member from the K-12 Leadership Team as a voting member to support K-12 transition to non-credit.
Summer Workgroups were confusing. There needs to be more administrative oversight/support in the agenda and conversations that take place during the workgroups.
Adequate representation currently.
The task is difficult by nature. Bringing the two institutions together in this way is a challenge just because each has its own administrative system, accustomed to working alone. Also, because this is such a large undertaking, constrained by so many state mandates, it's hard to envision the bridge--or the arch--between all of this activity and the student outcomes. That is to say, it's difficult to perceive the benefits--which is not to say they aren't there, just that they are not so clearly visible. Much of what the grant does is supplemental to the things both institutions already do, so it's hard to point at any one thing and say "This is want the consortium has accomplished."
The sdce faculty member is not fully aware nor committed.
I understand what the consortium is trying to do. I don't know if all the members are on board with this.
My experience is too limited to comment other than I respect all members of the marketing workgroup I have met. The level of commitment and expertise is truly appreciated.

SDAER Consortium Effectiveness Survey

Q6. What should the focus of the Consortium’s governance and oversight be over the next 3 years?

The collaboration between SDCE and SDUSD.
Effectively transitioning students into CE CTE programs.
The focus of the governance oversight should address the major areas of improvement that have been identified, such as enrollment barriers, transition, outreach/marketing and data sharing.
Financial
Use of data both to inform practices and programming
More collaborative initiatives between member agencies such as transitions eg guided pathways
Focus on transition initiatives for shared priority populations
Better sharing of information such as PD
Increased Collaborations involving student services to address wrap around supports
Work on the plan
As directed by AEBG
Integrated planning through guided Pathways
The focus should be on AEP outcomes. All strategies, goals and objectives should be connected to AEP outcomes.
cohesive and effective strategies
Guided Path ways
Demonstrating student outcomes in more concrete ways.
Collaboration
We should work together so that the High School Students who are undecided as to their future, come to SDCE for further education.
Provide a clear and transparent AEBG plan with clear and understood objectives and activities to meet those objectives.
I am not experienced enough to make a statement.

Answered	16
Skipped	5

SDAER Consortium Effectiveness Survey

Q7. What has been the biggest challenge in terms of the governance and effective implementation of AEBG over the last 4 years?

A system for tracking progress each year of the plan that is standardized and is connected to the Strategic Plan of both SDCE and SDUSD along with the goals of AEBG.
Regarding student transitions, not being able to track students that matriculate from SDUSD to SDCE is the biggest challenge. Without that data, we are merely speculating on the successfulness of past, present and future practices.
Requirements for reporting financial activity.
Change in leadership in voting reps Use of part time consultants to staff consortium Lack of initiatives that involve collaboration Misunderstanding of purpose of funding at a strategic level Lack of shared data and research between member Agencies Lack of community partnerships that support both member agencies
Often initiatives are implemented very slowly
Both SDUSD and SDCE are very large institutions. Their sheer size creates a challenge -- we are not trying to align two programs, but multiple programs, with all their complexities, on both ends.
Lack of directions, protocol assistance, and templates for managing funding and planning have made it difficult to manage funding at the department level.
Faculty do not have the time to dig for the information that is produced by the CE AEBG committee. Reports do not seem to indicate where faculty vs. administrative input is used to make decisions. The money spent while it seems fits into the definition of allowable is not discussed at Academic Senate. Instead the AEBG reports on decisions that have already been made.
Restrictions in time faculty is given to implement or even know of the goal of AEBG. Other restrictions are Ed code, time to revise curriculum, inflexibility in curriculum offerings, SDCE websites. Are their links from high school websites.
Changing members
The biggest challenge has been the turnover of leadership and members. We need to ensure that all members are clear on the purpose of AEP and how to best meet the program objectives.
changes in leadership on both SDUSD and ECC
Organization and time of meetings.
See #6 above.
Stability of leadership
Lack of an effective group.
Meetings are directive vs decision making based. Leaders need to work with stakeholders on planning and make evidence based decisions to meet goals and intent or legislation.
I am not familiar with the past four years.

Answered	18
Skipped	3

SDAER Consortium Effectiveness Survey

Q8. Please describe one or two things that could be done to improve alignment between member agencies:

Alternate meetings at both SDCE and SDUSD.
Student transitions and SDCE's student enrollment system are two areas that we need to improve upon. SDUSD needs to be doing a better job of educating students regarding SDCE's career pathways. SDCE needs to revamp it's enrollment system and publish enrollment and class start dates so that students can plan their lives. Based on historical enrollment data, start date information can be determined.
Focus on initiatives that involve collaboration
More focused use of funding aligned w the purpose of AEBG at a strategic level
Intentionally focus on shared data and research between member Agencies
Focus on building community partnerships that support both member agencies
More representatives from both agencies
Presentation about the SDUSD Adult Program at our Fall and Spring FLEX Days. Instructors are largely unaware of our attempts at alignment.
Solve data sharing
Intention and collaborative goals
Continue to work on curriculum alignment for HSDP programs.
Hire Case Managers that can work with both agencies to ensure that students have seamless transitions across agencies.
Stability in Membership
Include (CTE) students in shared governance process.
I would love to spend a day working with Unified -- in the classroom, or office or whatever, just to get an idea of how they work.
More specific plan for the future Human centered design in strategic planning Compensation to improve involvement
I don't know.
Clear goals and objectives, shared values, and shared mission.
Again, I have limited experience.

Answered	15
Skipped	6

SDAER Consortium Effectiveness Survey

Q9. What workgroups would be most productive for the SDAERC to have (new and/or existing) and what should be their structure? (Provide detail to recommend effective staffing, membership and focus)

I think with Guided Pathways as a large focus of SDCCD now, this should be part of the seamless transition for students from middle school to college. We should have meetings with middle school groups also.
Data, transition, marketing/outreach and curriculum workgroups would be most productive.
Guided pathways Data Human centered design Effectiveness and system engineering
Curriculum and seamless transpositions with co-chairs from both agencies whose sole focus should be on curriculum and transitions - defining the scope of work; creating objectives; activities to support the objectives; timelines with persons responsible and key performance indicators
Curriculum alignment; shared discussion of the local job market situation driving opening new classes
Data workgroup - executive administrators (VP-level) that can advocate to leadership at each of the colleges, researchers, others
Data informed decision making Pathways
My recommendation is for a new workgroup that focuses on high school diploma requirements with members that could make decisions and disseminate information.
Data Workgroup should focus on ensuring that goals and strategies of the consortium are focused on AEP outcomes and objectives.
They need to be better aligned to strategies, and have administrative presence. I am unsure if the consultant is effective.
Have student inputs.
Transitions should continue--it should be defined how transition services is different from counseling. Is there already a data work group? It should involve people at all levels.
Data workgroup: Prie dept. with faculty input Transition workgroup: counseling faculty and instruction as well as counseling staff.
All members should go to the ABEG meetings.
students, staff, faculty, admin is targeted disciplines and programs.

Answered	14
Skipped	7

SDAER Consortium Effectiveness Survey

Q10. What opportunities are there for SDCE and SDUSD to develop more collaborative efforts in the programs being offered to Adult Learners?

SDCE should offer more classes on campus at SDUSD, but we need a way to find where the need is and if there are students for these classes that would be offered.

SDUSD English Learners/ ESL

A computer based vocational assessment and career pathway planning program that would be implemented in every student in an SDUSD CTE and Adult Ed class, and to every incoming SDCE student would be ideal. This career planning tool could potentially help the consortium track student transitions.

Dropout retrieval and recapturing

Joint credit initiatives

Non native English speakers aging out of sdusd

A major comprehensive market analysis, data sharing and deciding who will do what and when

SDCE should be at participate more in the HS open house.

Identify students leaving SDUSD and market before other opportunities through SDCE

Develop CTE Pathways to ensure students will successfully transition and complete programs.

PD, Curriculum, Expanding programs

More better collaboration.

Continue with co-location of services.

Mutual professional development

Human centered design team to create collaborative solutions

SDCE needs to do more outreach to SDUSD. We need go to the schools with giveaways to entice the students to come further their education with us. We need a budget to do this.

Outreach events and activities, collaborative events and conferences, student conference

Answered	14
Skipped	7

SDAER Consortium Effectiveness Survey

Q11. What are the most critical Gaps in Services that have been addressed or have yet to be addressed (those in which we have made little progress) as a result of AEBG efforts and funding?

I think that SDUSD students do not know what SDCE offers and that more marketing and outreach with SDUSD needs to be done.
SDUSD English Language Learners.
We need to do a better job of assessing students for careers and putting them on a clear and well articulated path for meeting their career objectives.
Data collection and sharing to know transitions between sdusd and sdce
Reporting "services" eg career and counseling
Student centered On-boarding processes
Lack of focus on ESL and ASE retention
?
We have started meeting and talking regularly, which is great progress. I am not sure that we have made much progress that would actually affect students. If we have, I am not aware.
Seamless transitions
Consortium members have worked hard to solidify infrastructure/resources in their own organizations to be better prepared for integration
Student Transitions and Data Collection
Seemless Transitions
More faculty participation.
Tracking student outcomes.
Aligned curriculum
Increased transition
Increased understanding across institutions of existing programs
The members are not coming to the AEBG meetings with any passion.
Transition from SDUSD to SDCE

Answered	15
Skipped	6

SDAER Consortium Effectiveness Survey

Q12. What are the biggest opportunities and barriers regarding the following topics?

Answer Choices	Responses	
Data collection and/or data analysis	94.12%	16
Seamless Transitions	82.35%	14
Professional Development	82.35%	14
Accelerated Learning	52.94%	9
Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)	70.59%	12
	Answered	17
	Skipped	4

Data collection and/or data analysis

We do not have data in our meetings showing us needs for SDCCD.
Barrier: Access to community college records, TE data entry completion.
Need to be able to track student transitions to SDCE
Lack of information on transitions to sdce - lack of key questions that we need to answer- data sharing agreements
No one to do the comprehensive work or analyze data
We have a designated office of research for SDCE -- that's a great plus. Main barrier -- inability to track student progress beyond SDCE
Understanding how to deploy existing data within decision making
work towards data sharing needs and then implement data sharing agreement; need research questions to support direction of potentially shared research.
Should be done automatically through IT systems that talk
Ferpa and resources
Data Sharing/Connecting Data to AEP Outcomes
do not have similar systems
more continuity
Tracking student outcomes.
Opportunity: alignment of processes to collect data. Barriers: where to start
Limited data available through institution

SDAER Consortium Effectiveness Survey

Q12. What are the biggest opportunities and barriers regarding the following topics?

Seamless Transitions

We do not know how many students from SDUSD did not get a high school diploma or how to contact them.
Barrier: Terminology Opportunity: creating more pathways from SDUSD AE students to CE CTE.
Develop a system for seamless transitions
Clearer onboarding- bridge programming- lack of partnerships between noncredit and credit
Time
Clearly articulating what a seamless transition is and how it contributes to student success
Develop ability to track transitions across institutions
Case Management/Cross Agency CTE Pathways
how do we really track this
more continuity
Defining transition services as distinct from counseling.
Opportunity: increase FTES. Barrier: student services not being fully on board.
We need to outreach to the high schools.
Strong foundation for improving partnerships and transition pathways

Professional Development

We have not have regular PD events between both partners.
Start with a PLC; members of the PLC will then determine PD needs.
Clearly define shared PD priorities - learning disabilities- Team based approach to PD
No co-coordination we should designate someone to lead from each agency with objectives, activities and KPI's
I am not aware of any PD activities related specifically to the alignment between SDCE and SDUSD.
Find and provide to the institutions opportunities for shared professional development
Many SDCE faculty as do not understand what is happening with AEBG
Combined PD is an opportunity
Improve Communication
This is more do-able
include other stake holders. ie classified inputs.
The campaign for guided pathways is essentially what the AB66 / AEBG / AEP were all meant to address. Really, the consortium's work IS to provide guided pathways, and it must be seen as the noncredit locus of this campaign.
Opportunity: plenty of opportunities out there just need to commit and speed the word. Barrier: process to get information out to both institutions with wide attendance
Strong foundation for improving partnerships

SDAER Consortium Effectiveness Survey

Q12. What are the biggest opportunities and barriers regarding the following topics?

Accelerated Learning

This is happening with SDCE classes in Basic Skills, but I'm not sure about SDUSD. It would be great to share with both partners what the accelerated learning models are and how we can work together. Since it is year 4, we need to look at all barriers we might have.

Computer based programs, such as Edmentum is an excellent way to accelerate learning.

Age appropriate Non native ESLbridge opportunities including wrap around supports

No-co- coordination we should designate someone to lead from each agency with objectives, activities and KPI's

Requires organization

Not Sure

more collaboration internal.

I'm not very familiar with this in the noncredit area.

Opportunity: increased FTES and certificate achievement. Barriers: process

Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)

I see a lot of opportunities for SDUSD to step into this where we have not much before.

YES!!!

Partnership with LWBD - partnership w SDCOE

Coordinated effort with a rep from each agency to develop the scope of work needed, objective, activities and KPI's

I see no input/contribution from WIB. We are not working together at all, as far as I am aware.

SDCE cannot provide internships, need direct vision of students. Need a change in interpretation of this code.

Formalizing Partnerships

Would need to meet more frequently to strategize

more community outreach inputs.

This is probably where we most need to expand.

Opportunity: increased money due to leverage with increased outcomes with lower spending as well as a more effective system. Barrier: time to build relationships

Multiple agencies are duplicating services and recreating the wheel. We can all do a better job of leveraging resources and taking a holistic approach to services for students

SDAER Consortium Effectiveness Survey

Q13. How can the SDAERC do a better job reaching out to stakeholders and partners for input and participation?

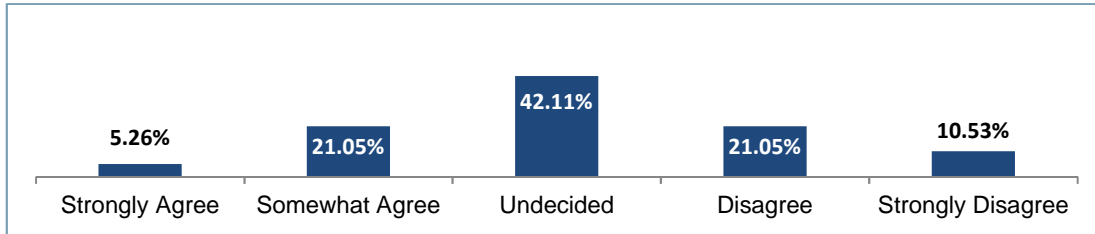
I think to do a reintroduction of what AEBG is starting with the year 4 plan. Do a refresher workshop and update on what was done in years 1-3 in the AEBG Plan. Have a regular newsletter update in the SDCE newsletter and also with SDUSD.
Develop a quarterly stakeholder meeting and invite them to participate.
Clarify purpose- appropriate understand data re neediest adult leanrbers- and build partnerships to address needs of these target populations
Coordinated effort
As a consortium, identify stakeholders and partners that could provide input or contribute to AEP Program. Set goals and timelines for formalizing partnerships.
Consortium Director can help facilitate this
internal collaboration more of.
Some kind of event that will draw people in apart from the identity of the consortium itself.
Individuals involved and a clear agenda
Meetings often overlap with institution meetings. Maybe a hybrid approach?

Answered	10
Skipped	11

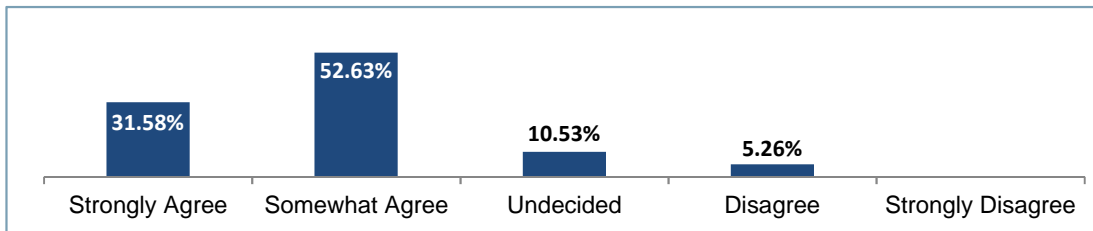
SDAER Consortium Effectiveness Survey

Q14. How much do you agree or disagree with the following statements:

Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for AEBG.



There are administrative improvements within member agency institutions that can be incorporated in the future.

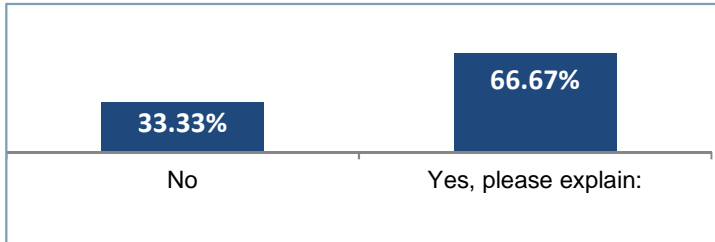


	Response	Count	Percent
Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for AEBG.	Strongly Agree	1	5.26%
	Somewhat Agree	4	21.05%
	Undecided	8	42.11%
	Disagree	4	21.05%
	Strongly Disagree	2	10.53%
	Total	19	100%
There are administrative improvements within member agency institutions that can be incorporated in the future.	Strongly Agree	6	31.58%
	Somewhat Agree	10	52.63%
	Undecided	2	10.53%
	Disagree	1	5.26%
	Strongly Disagree	0	0.00%
	Total	19	100%

Answered	19
Skipped	2

SDAER Consortium Effectiveness Survey

Q15. Do you believe either member agency has need of additional resources?



Responses	Count	Percent
No	6	33.33%
Yes, please explain:	12	66.67%
	Answered	18
	Skipped	3

Comments

Additional funding for SDUSD to include more CTE courses and further expansion for underserved areas of San Diego.
Yes, SDUSD will be forced to layoff teaching assistants in 2020-21 due to the decrease in member allocation from \$1.6M to \$1.1M. SDUSD will also not have the resources to implement strategic student transition services, which could greatly benefit SDCE enrollment.
Shared efforts on the part of sdce will be critical in the coming years to support sdusd students and graduates to guided pathways
If the work is to be refined and executed.
I think we have plenty of resources, at least on the SDCE side. We need to use them wisely.
Permanent advanced-level personnel for expansion of research at program/activity level and to improve culture of data use across insitutions
Not sure, on the SDCE side, faculty is so busy, it is hard to particiapte.
I understand and support the AEBG concept, but am not familiar enough with the consortium and it's successes to offer any feedback.
Additional resources for coordinating work can always be used
The current allocation will not cover the expenses of SDUSD Adult Education Program, once the carryovers are exhausted. The program will undergo significant cuts in staff and service locations, if additional funding is not granted.
This is hard to say -- We should have a clearer idea of how each institution will function in the overall field of services for students. Unified needs more recognition from its leaders.
Resources in regards to infrastructure planning, systemic changes, and sustainable practices would help long term planning and impact.

Appendix: Survey Instrument

SDAERC Consortium Effectiveness Survey

Survey Instrument

Thank you for your participation. The survey should take no more than 15 minutes to complete. The information you provide will help to improve the SDAER Consortium and assist in providing feedback towards the development of the new SDAERC strategic plan that will be submitted to the state by June 2019.

1. Please identify your constituency group:
 - San Diego Unified School District
 - San Diego Continuing Education

2. Have you ever participated in the SDCE AEBG Participatory Governance Committee?
 - Yes
 - No
 - N/A - San Diego Unified School District

3. Please identify whether you are a voting member or not within the San Diego Adult Education Regional Consortium:
 - Voting member
 - Non-voting member

4. Please select all the SDAER Consortium Workgroups where you have participated:
 - Seamless Transitions
 - High School Diploma Curriculum Workgroup
 - Human Centered Design Team
 - Marketing Workgroup
 - None of these
 - Not sure

5. How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(CONTINUED) How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
b) Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The Consortium voting representatives have full understanding of the intent for AEBG.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) We have the right representatives sitting on the Consortium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional detail to explain your responses to the answers above.

6. What should the focus of the Consortium’s governance and oversight be over the next 3 years?
7. What has been the biggest challenge in terms of the governance and effective implementation of AEBG over the last 4 years?
8. Please describe one or two things that could be done to improve alignment between member agencies:
9. What workgroups would be most productive for the SDAERC to have (new and/or existing) and what should be their structure? (Provide detail to recommend effective staffing, membership and focus)
10. What opportunities are there for SDCE and SDUSD to develop more collaborative efforts in the programs being offered to Adult Learners?
11. What are the most critical Gaps in Services that have been addressed or have yet to be addressed (those in which we have made little progress) as a result of AEBG efforts and funding?
12. What are the biggest opportunities and barriers regarding the following topics?
 - Data collection and/or data analysis
 - Seamless Transitions
 - Professional Development
 - Accelerated Learning
 - Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)

13. How can the SDAERC do a better job reaching out to stakeholders and partners for input and participation?

14. How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for AEBG.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) There are administrative improvements within member agency institutions that can be incorporated in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Do you believe either member agency has need of additional resources?

No

Yes, please explain:

Thank you for participating in the survey.