

**Workforce Innovation and Opportunity Act
Title II: Adult Education and Family Literacy Act
2023–27 Application for Funding**

Application Due Date: December 15, 2022

Administrative Information

Organization Type

Community College

*All agencies applying as a consortium/coalition must reside within the boundaries of one of the 71 regional community college district service areas established under the California Adult Education Program (CAEP).

Applicant Information

Applicant Name: San Diego Community College District
Name of Adult School: San Diego College Continuing Education
County: San Diego
District or Vendor Code Number: 73520
Federal Employer ID Number: 95-2644299
Charitable Trust Number:
Applicant website: <https://sdcce.edu/>
Unique Entity Identifier: MSMPXRS6M138
Expiration Date of SAM.gov registration: 1/12/2023
Issue Date or Date of Last Renewal of
Charitable Trust Registration:
Renewal Due/Expiration Date of
Charitable Trust Registration:

Superintendent/President/Executive Officer

First Name: Tina M.
Last Name: King, Ed.D.
Title: President
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Fax: -

Assurances and Certifications

“As the duly authorized representative of the applicant, I have read all assurances and certifications and certify that the applicant will comply with all terms and conditions of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) program as a condition of funding. I further certify that all applicable state and federal rules and regulations will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.”

Certified by:	Tina M. King, Ed.D.
Title:	President
Date/Time Certification:	12/14/2022 11:50:40 AM

Agency Mailing Address

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Agency Contact Person (Must be employed by the applicant)

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Local Workforce Development Board (LWDB)

Name of LWDB: San Diego Workforce Partnership, Inc.
Address: 9246 Lightwave Ave., Suite 210
City: San Diego
State, Zip Code: CA 92123

LWDB Representative

First Name: Daniella
Last Name: Molina
Title: Vice President & Chief Program Officer
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Program Areas and Projected Enrollment

Program Area(s) to be Addressed with This Grant

The AEFLA is a pay-for-performance reimbursable grant. In an effort to determine appropriate funding levels, all applicants must complete the table below. It is critically important to be as accurate as possible regarding the projected enrollment to determine total projected funding. The CDE reserves the right to adjust agency projections in determining grant awards.

WIOA Section 225—Institutionalized Adults/Corrections Education

- English Language Acquisition (ELA)
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
 - High School Diploma (HSD)
 - High School Equivalency (HSE)

Agency Projected Enrollment	ABE Section 225	ASE HSD Section 225	ASE HSE Section 225	ELA/ESL Section 225
San Diego Community College District	N/A	N/A	N/A	N/A

WIOA Section 231—Adult Education

- English Language Acquisition (ELA)
- English Literacy and Civics Education (ELCE)
 - Citizenship Preparation
 - Civic Participation
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
 - High School Diploma (HSD)
 - High School Equivalency (HSE)

Agency Projected Enrollment	ABE Section 231	ASE HSD Section 231	ASE HSE Section 231	ELA/ESL Section 231	ELA/ESL Students in ELCE Section 231
San Diego Community College District	95	1357	1357	8862	8862

WIOA Section 243—Integrated Literacy and Civics Education

- Integrated English Literacy and Civics Education (IELCE) in combination with Integrated Education and Training (IET) activities

Agency Projected Enrollment	ELA/ESL Students in IELCE Section 243
San Diego Community College District	2021

Grant awards for previously funded agencies will be based on the number of payment points earned in Program Year 2021. Grant awards for newly awarded agencies, or previously funded agencies applying for new program areas, will be based on projected enrollments multiplied by the state aggregated average of students achieving payment points. The CDE reserves the right to adjust projected enrollment numbers before grant awards are calculated.

Grant Application Narrative:

Each application will be evaluated based upon the 12 considerations below. Applicants must answer all questions in the online application.^[3]

1. Needs Assessment
2. Serving Individuals with Disabilities
3. Past Effectiveness
4. Alignment with AJCC Partners
5. Intensity, Duration, and Flexible Scheduling
6. Evidence-Based Instructional Practices and Reading Instruction
7. Effective Use of Technology and Distance Learning
8. Facilitate Learning in Context
9. Qualified Instructors and Staff
10. Partnerships and Support Services for Development of Career Pathways
11. High Quality Information and Data Collection System
12. Integrated English Literacy and Civics Education

[3] As specified by the Workforce Innovation and Opportunity Act, Section 231(e).

1. Needs Assessment

The degree to which the eligible provider would be responsive to—

- (A) regional needs as identified in the local plan under Section 108; and*
- (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—*
 - (i) who have low levels of literacy skills*
 - (ii) who are English language learners*

Public Law 113–128, WIOA Section 231(e)(1)

- A. Describe the regional workforce needs identified in the geographic area and service locations by the local workforce plan. (500 word maximum) 8 points (0, 2, 4, 6, 8)

San Diego College of Continuing Education (SDCCE) is the non-credit institution of the San Diego Community College District (SDCCD) that offers adult education and career technical education programming in the City of San Diego while serving the entire Metro sub-region of our Local Workforce Development Board, San Diego Workforce Partnership (SDWP). As stated in the SDWP 2021 Local Plan, San Diego is part of the Southern Border Region (SBR) which includes Imperial and San Diego county workforce development boards and a range of partners, including the community college system, adult education, economic development, and the business community. There are four "sub-regions" where America's Job Center of California (AJCC) are located, including East, North, South, and Metro. Metro has the largest of the four subregions in the county, with WIOA I allocations of approximately 38% of the funding based on data such as population size, unemployment, and poverty.

SDWP led the development of the 2021-2024 Local Workforce Plan through a regional collaborative approach. This development includes a Joint Partnership Committee between SDCCD and SDWP that meets monthly and is focused on three areas of collaboration 1) Referrals and Recruitment, 2) Program and Process Awareness, and 3) Job Placement and Employability. The local plan identifies the need for a diverse, skilled workforce, especially in the priority industry sectors: Beginning in Program Year 2022/23, the SDWP has changed the structure for the AJCC, and SDWP is now operating the Career Center Services for all the AJCC.

One of the most severe challenges currently facing these sectors is a tight supply of skilled workers. These historically homogeneous industries need help prioritizing diversity to broaden their talent pipeline, particularly with women and people of color, and require additional training and preparation that SDCCE could help alleviate. (SDWP Local Plan 2021 - 2024).

Furthermore, the local plan and SDCCE's contribution will be the continued focus on reducing barriers to employment, notably educational barriers, such as reducing the number of adults that have less than a high school diploma, prioritizing the need to better serve English Language Learners (ELL) with barriers to develop effective bridging from initial language development to training and career supports that increase the chance of economic success, and to increase the employability of residents, by increasing CTE course availability in priority sectors, including the central subregion's top growth industries: Health Care, Transportation and Warehousing, and Professional, Scientific, and Technical Services. (Centers of Excellence for Labor Market Research, Central Region San Diego County, Subregional Profile, June 2021).

- B. Describe how adult education and literacy fits into the workforce strategies articulated in the local workforce plan. (500 word maximum) 8 points (0, 2, 4, 6, 8)

Both the SDWP Local Workforce Plan and the Southern Border Region's Regional Plan focus on Five Strategic Pillars of workforce needs: 1) Job Quality, 2) Two Generation Solutions, 3) Outcomes Focused Funding, 4) Inclusive Business Growth, and 5) Population-Specific Interventions. SDWP serves diverse populations through coordination with mandatory WIOA MOU partners, of which SDCCE is one. Through SDCCE offerings of free and low-cost noncredit Adult Education, Career Technical Education, Emeritus, and Disability educational services, support for many of the needs identified in the plan is possible. For example, even though the overall population of the central region is projected to grow by 3% between 2020 and 2030, the number of jobs is projected to increase by seven percent, a higher increase than the county overall. Adult Education plays an essential role in supporting educational attainment levels and educational barriers to employment that will lead to addressing labor shortages and improving the income levels of adult learners.

Residential locations of learners with employment barriers vary significantly in San Diego. SDCCE is in alignment by offering six campuses and offsite locations, showing responsiveness to the educational needs of the communities described in the local plan.

Further system bridging continues between the LWDB/AJCCs and the public Adult Education system. Notably, feedback from Adult Education providers calls for more systemic alignment to respond to the needs of adult learners and AJCC customers, particularly those with low basic or foundational educational skills. This alignment is a mutually beneficial and cost-effective approach to serving adult learners and job seekers in the region between the two systems.

There have been increased communications through leadership committees and workgroups, including the LWDB serving as a member of the CAEP Super Region, the LWDB serving in the SWP/CTE Regional Council, quarterly MOU partner meetings held by the LWDB, and the monthly Joint Partnership Committee between SDCCD and SDWP as well as business services collaborative efforts.

A recent promising development is a data MOU signed in June 2022 between the LWDB and SDCCD, which is meant to facilitate the sharing of job seeker and student data for the purposes of research and evaluation based on the Joint Partnership Committee objectives.

- C. Describe the demographics of the local geographic area, including ethnic and racial makeup and the number of individuals who are ELLs, unemployed, on public assistance or below the poverty level, or lacking an HSD or HSE. (500 word maximum) 16 points (0, 4, 8, 12, 16)

San Diego College Continuing Education's service area is found in the City of San Diego, located in the County's Central region, with a population of 1,385,545. Based on 2021 CAEP Fact Sheets (<https://caladulted.org/2021FactSheets>), the Metro sub-region shows approximately 872,120 people 16 years or older. This number includes 226,114 foreign-born residents and 48,663 with Limited English Proficiency. In addition, there are 93,526 adults without a high school diploma and 100,038 adults with documented disabilities. The overall population indicates a total of 81 languages spoken at home, with the top non-English languages reported as Spanish, Tagalog, Vietnamese, Chinese and Arabic.

Income demographics show 140,591 adults living with incomes near poverty or less. This data indicates a need for robust adult education programs for adult learners in the region. (CAEP 2021 Fact Sheets (American Community Survey/Census) for San Diego Adult Education Regional Consortium and Center of Excellence for Labor Market Information - Central Subregional Profile - SDIC 2021).

The following demographics, between fall 2016 and fall 2020, are represented by the total students served by SDCCE: women constituted the majority of SDCCE's student population (67%); the largest groups of students were aged 50 years or older (46%) with students between ages 30 and 39 years (20%) and students between ages 18 and 24 (10%), and students between ages 25 and 29 (10%).

The ethnic groups with the largest total SDCCE student representation were Latino/a/x students and White students (33% and 32%, respectively). Asian/Pacific Islander students and African American students constituted 16% and 8% of the student population. The ethnic breakdown indicates that about 60% of SDCCE students are from historically underrepresented groups. (SDCCE Institutional Strategic Plan).

Income demographics in the region historically indicate a mix of high and low-income earners. For example, the City's median household income between 2015 and 2019 was \$79,673, higher than the county, state, and the nation; however, the City also has a higher rate of persons living in poverty, at 12.8%, compared to San Diego County (9.5%), California (11.5%), and the nation. (11.4%; U.S. Census Bureau, 2021).

The poverty experienced by adults in the region is alarming, considering the cost of living across the region. The median price of existing single-family detached homes in the county has trended higher over the past decade and reached a historical high in June 2021 (\$865,000 in 6/2021). The median price of existing single-family detached homes sold in San Diego County has remained consistently higher than across Southern California and the state (California Association of Realtors, 2022).

While employment has been unstable during the pandemic, it is projected to increase as the population in San Diego County increases. Projections highlight that "industry employment," which includes self-employment, private household workers, farm, and nonfarm employment in San Diego County, is expected to reach 1,710,600 by 2028, an increase of 7.2% over the ten-year projection period between 2018 and 2028 (EDD, 2021).

- D. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment. (500 word maximum) 16 points (0, 4, 8, 12, 16)

San Diego Council on Literacy's (SDCOL) research indicates that 238,800 adults in the City of San Diego possess literacy skills at the 4th-grade level or below. This number represents 20.94% of the adult population and is consistent with statistical reports the SDCOL has collected from various sources, dating back from 1977 to the present date. The primary source of this information is national studies of adult literacy performed by the U.S. Department of Education (NALS, NAAL).

According to the U.S. Census, 39.5% of City of San Diego residents, age five and over, speak a language other than English at home. While these adults might not be limited English proficient, there is a good likelihood that English is not their first language.

The two least literate communities in San Diego County are San Ysidro and Southeast Communities, both located in the City of San Diego. (U.S. Census, SANDAG, U.S. Department of Education, National Center for Education Statistics, NAAL, SDCOL extrapolations).

SDCCE is the largest member of the two-member San Diego Adult Education Regional Consortium, with robust Adult Education instructional and student service offerings. The current SDAERC Strategic Plan indicates that Outreach Services and Targeted Marketing and Communications are key Integration and Transition activities. This includes creating and enhancing recruitment efforts to current and prospective adult learner communities through increasing access to and awareness of Adult Education instructional programs, opportunities leading to career employment, and/or other transitional pathways. Outreach efforts will use culturally-sensitive and adult learner-centered recruitment strategies to develop and implement best practice strategies to increase access and awareness, ultimately leading to noncredit CAEP Instructional programs and student supports.

SDCCE maintains numerous partnerships with community-based organizations to promote Adult Education programming. As a result, the community becomes aware of pathways for supporting adult learners with low literacy skills and multiple barriers to achieving basic education and certification.

SDCCE has created an Outreach Team with Outreach Coordinators and Student Ambassadors for pre-enrollment engagement. To provide data on outreach efforts, the team has developed a tracking system that is reviewed frequently to make any necessary revisions. The outreach program is conducted through a supportive community and student-focused approach. Strategies for targeted recruitment for those with barriers include data-informed recruitment using close community partner involvement.

The Outreach Team has formed partnerships with re-entry services providers such as the County of San Diego Health and Human Services Agency, City of San Diego, CalWorks contractors, LWDB/AJCC, SD Literacy Council, and many other grassroots neighborhood groups and ethnic community-based nonprofit organizations. As a result of these many partnerships, the Outreach Team holds regular tours for community

organizations, tabled at community events, and held open houses on campus.

In terms of marketing efforts, SDCCE has run advertising campaigns on bus benches, billboards, and ethnic periodicals with non-federal funds to increase awareness and access to Adult Education programs. SDCCE produces collateral materials using non-federal funds and advertises via social media.

E. Describe how you overcome barriers to serve the described populations. (500 word maximum) 16 points (0, 4, 8, 12, 16)

The SDCCE Office of Student Services works to break down barriers to student success by providing inclusive support focused on increasing access to and success in courses with an emphasis on targeted student support programs. There are many examples of the multitude of student services programs offered by SDCCE, including the following:

The Technology Access Project (TAP) provides students with computers to complete classes and programs, transition to credit college, and/or reach their career goals. The City of San Diego's Community Development Block Grant (CDBG) and federal Higher Education Emergency Relief Fund (HEERF) funds were used for eligible students based on need priority, including many AEFLA program students.

CalWORKs is a program of SDCCE that serves students receiving public assistance to achieve self-sufficiency through education and career training opportunities. This program serves two-parent or single-parent households w/child(ren) under 18 years old in compliance with County CalWORKs program guidelines. Services offered include academic and career counseling, Work Study Program, student success workshops, Individual Training Plans (ITP), resources and referrals, and assistance with supportive services such as transportation, textbooks, exam, certification, and licensing fees.

R2S PATHWAYS is a retention model program that creates educational communities that provide intensive support and services guiding students on their pathway to completion, career, and/or transition to college. R2S PATHWAYS focuses on the student's journey and breaking down barriers to completion by empowering students to drive their success and possibilities for achieving self-sufficiency and reaching their education and career goals.

Outreach Services offers support that empowers students by increasing awareness of academic courses and programs leading to career and/or credit college transition pathways. Outreach services include online and remote student appointments, general program and class information, information about class offerings, application and registration assistance, help with the "mySDCCD" portal and the Access Canvas educational platform, FAFSA workshops, and peer support and mentoring.

SDCEats! supports students impacted by food insecurity through a partnership with the SDCCE Foundation, Feeding San Diego, San Diego Food Bank, and the San Diego Rescue Mission. SDCEats! operates as a choice pantry, providing fresh food and dry goods at campuses.

The immigrant-based Support Program (ISP) is another program of SDCCE that aims

to work with ESL students in a supportive mentorship-based peer support community. Some goals have been to expand Mental Health/Wellness supports; hold regular student community forums; build a foundation to promote Transition to College, including guiding students to navigate Admissions, Financial Aid, Promise Application, and College Transition in the credit colleges.

High School Equivalency (HSE) test vouchers are offered to students in financial need that are enrolled in an HSE prep class. Vouchers are purchased with non-AEFLA funds and are offered to students based on application to the HSE voucher program as well as instructor referral.

SDCCE continues to build student-based supports to address barriers to engaging and succeeding in educational programming.

2. Serving Individuals with Disabilities

"The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities ..."

Public Law 113–128, WIOA Section 231(e)(2)

- A. Describe the policies adopted by the agency to accommodate students and staff with disabilities, including learning disabilities, as described in the American with Disabilities Act of 1990 (42 U.S.C. 12102) and WIOA Section 3(25). (500 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCD is committed to "create an educational environment where students with disabilities have equal access to instruction. Through inclusive, accessible, and equity-driven programs. The District is committed to all provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Section 508 of the Rehabilitation Act of 1973.

SDCCD's Disability Support Programs and Services (DSPS) fosters high-quality learning opportunities for students. DSPS services through SDCCD supports the social, educational, and career journeys of students with disabilities by meeting them where they are, building on their strengths, and supporting the districtwide community to increase goal achievement for and with people with disabilities.

The work of SDCCD DSPS is informed by Values of Access, Diversity, Equity, Inclusion, Dignity, and Agency. Services include Access through Campus based DSPS programming, Interpreting Services through communication access accommodations for deaf and hard-of-hearing students for educational activities and classes related to the student educational process. There are also vocational services provided through the Workability III program in partnership with the Department of Rehabilitation that provides guidance to students to help them acquire skills to obtain successful employment with the goal of teaching students the skills that will help them develop meaningful careers. The District also offers College 2 Career through intensive educational and vocational support for students with intellectual disabilities and autism through a coordinated set of activities over a three-year period to support student success in the college setting that supports transition into independent competitive employment.

The District identifies DSPS, or a 504 Officer, as the office to determine academic accommodations under Section 504 of the 1973 Rehabilitation Act. DSPS will notify the appropriate administrator when it is unable to resolve a student complaint about providing an accommodation. The Site Compliance Officer (SCO) is identified as the campus individual to handle all discrimination grievances under the Americans with Disabilities Act and can also be found through the District's Equal Employment Opportunity and Diversity Office. This policy intends to ensure compliance with state and federal laws. The related administrative procedure is intended to provide a consistent and fair review of all academic adjustment requests and dispute resolution.

SDCCD has Board Policies (BP) and Administrative Procedures (AP) to accommodate

students and staff with disabilities, including BP 3105 Academic Accommodations and Disability Discrimination for Students with Disabilities, AP 5140.1 Service Animals, BP 3108 Math Substitution for Students with Disabilities as an Academic Accommodation, and BP 3108.1 Accessibility Standards for Electronic and Information Technology.

Additional policies include BP/AP 3410 Nondiscrimination, BP/AP 3430 Prohibition of Harassment, and AP 3435 Discrimination and Harassment Complaints and Investigations.

SDCCD maintains policies related to mandatory reporting for Elder and Dependent Adult Abuse as defined by law, which requires SDCCD staff in their professional capacity as designated mandatory reporters to comply with the reporting requirements if they observe or have knowledge of an incident that reasonably appears to be abuse, abandonment, or neglect.

B. Describe the steps your agency will take to ensure equitable access to, and participation of students, staff, and other program beneficiaries with special needs. (500 word maximum) 16 points (0, 4, 8, 12, 16)

Disabilities Support Programs and Services (DSPS) faculty and staff provide no-cost services for adult education students. SDCCE maintains a staffed DSPS office at each campus and extends these supports to the offsite locations. SDCCE serves over 900 students in the DSPS Program annually. DSPS services are available to students across all academic program areas, including ESL, ABE, and ASE. Instructors from these programs make referrals to DSPS for assessment and support as needed. Procedures are in place for the development of Academic Accommodation Plans. These plans are developed individually between DSPS counselors and students, and accommodations are communicated to faculty members via these plans. DSPS counselors advocate for students with disabilities and SDCCE's programs, activities, and services. Additionally, DSPS offers a variety of classes and services designed to facilitate the success of students with disabilities in reaching educational, personal, and vocational goals.

DSPS counselors partner with students to determine the academic adjustments needed to fully participate in adult education courses and programs. Individual accommodations are identified and may include educational and disability counseling, liaison with faculty, community referrals, interpreters, speech-to-text services, adapted computer workstations, enlarged print, modified testing environment, extended time for testing, text in audio format, registration assistance, small group instruction, and LD eligibility assessment. SDCCD offers WorkAbility III programming vocational services to students with disabilities and offers guidance to students to support them in acquiring the tools necessary to obtain employment.

DSPS assists SDCCE in meeting the requirements of federal laws and SDCCD policy by ensuring access to equal educational opportunities. SDCCD is committed to providing students and personnel with disabilities with academic and workplace accommodations. Students who do not feel that appropriate accommodations have been made are able to meet with the "504 Officer" to investigate and address complaints promptly. In addition, students who experience a disability have the right to request course substitutions or waivers through a petition process that includes appropriate program faculty, including DSPS representatives. Finally, there are

procedures for filing Discrimination and Harassment Investigations with a Compliance Officer at each institution.

SDCCD has Faculty Accessibility and Distance Education Mentors to ensure faculty and staff receive professional development training and support to develop equitable and accessible communications, materials, and courses. Canvas includes an innate Accessibility Checker and Immersive Reader, and Canvas Studio allows for the quick and easy addition of accurate closed captions in teacher-created videos. Faculty can also access more advanced accessibility checkers in Canvas: CidiLabs Design Plus and PopeTech. Before integrating a new application in Canvas, it must be approved by the SDCCD Online Learning Pathways Team, and a Voluntary Product Accessibility Template (VPAT) must be provided to demonstrate how the application's features and functional characteristics meet the 508 Standards.

SDCCE participated in the 2020-2022 OTAN Digital Leadership Academy cohort. A team of SDCCE ESL and DSPS faculty created a Digital Literacy Canvas Module for Low-Level Learners that was developed following the Universal Design for Learning standards and is shared as an open resource in Canvas Commons for other institutions to access.

- C. Describe the process to ensure equitable access to and participation of students, staff, and other program beneficiaries with special needs to comply with the General Education Provisions Act (GEPA) Section 427. (500 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCE has adopted seven institutional pillars of student support: Employment Security; Food Security; Housing Security; Transportation Security; Financial Literacy; Textbook and Course Material Affordability; and Intellectual and Emotional Security. Gender Equity is addressed through the SDCCE New Horizons program. It provides nontraditional CTE students with individual and group career advising, resources and referrals, career exploration, work readiness, and additional student support services. LGBTQ awareness and sensitivity are addressed through the District Safe Zone Trainings and is also currently conducting focus groups to address any aspects that hinder equitable access.

Race, color, and national origin awareness is primarily through Rising to Success, Student Equity, programming which provides supportive and inclusive environments to inspire and empower people, cultivate lifelong learning, create lasting solutions for social justice, and strengthen communities by providing unparalleled access to resources, referrals, and targeted academic and student support services. Services empower students through increasing access to and awareness of student support services, academic programs, and opportunities leading to career, employment, and/or transition pathways. The Rising to Success Centers serve as "hubs" for services designed to increase student success by addressing student needs through cultural, social, and academic approaches.

As part of the Student Equity Supports, the Immigrant Support Program (ISP) was created to expand working with ESL Students. The ISP helps students by incorporating Mental Health/Wellness in Student Community Forums (English and Spanish), building a foundation to promote Transition to College, and guiding students to navigate Admissions, Financial Aid, Promise Application, and credit College Transition. ISP has also worked to establish an initial core group of students for the Pipeline to Promise and expand program growth through staffing to work with ISP students and assist the ISP Counselor/Coordinator.

Students who are parents on public assistance and receiving cash aid are supported through SDCCE CalWORKs, which helps students achieve self-sufficiency through education and job training opportunities. There are dedicated coordinators and advocates, academic and career counseling, paid work study, job search, and placement services, and assistance with reimbursement requests for education and work-study costs, including but not limited to material fees, mileage, textbooks, transportation, and/or testing fee funding requests with CalWORKs coordinators.

The Emeritus Program is designed specifically for adults over 55, and it helps students maintain independence, rejoin the workforce, and become active. This program encourages adults to stay intellectually stimulated, socially engaged, and physically active. A variety of courses meet the diverse needs of an aging population. Classes such as Brain Fitness, Job Search Skills, Music Appreciation, and the Writer's Workshop are designed to benefit the mind. In addition, other disciplines such as Health and Wellness, Nutrition, and Tai Chi help to provide physical benefits to this population.

3. Past Effectiveness

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy ...

Public Law 113–128, WIOA Section 231(e)(3)

- A. Describe the agency’s past effectiveness in serving the target populations identified in the Needs Assessment (consideration 1) through the ELA, also known as ESL, ABE, and ASE programs offered. (1500 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE, one of California's largest noncredit AE institutions, has continuously offered services for more than 100 years. The ESL/ABE/ASE programs enroll year-round with evening, weekend, and online classes allowing students to pursue education while maintaining other responsibilities.

In PY 19/20, SDCCE served 7122 unduplicated students in AEFLA Programs based on Tops Pro Enterprise Data. This includes 5809 ESL students and 1313 ASE and ABE students. However, we know that the headcount is higher based on the District MIS system due to COVID Pandemic and reductions in CASAS remote entry forms being completed. AEFLA students equate to approximately 40% of the total students served by SDCCE. The institution provides a gateway to further education and employment, including transition to college. Students Who Achieved at Least One EFL Gain during the same year was approximately 2368 students or 33% of AEFLA students enrolled in Tops Pro Enterprise.

SDCCE responds to community needs demonstrated by the 49% of the students who reside in neighborhoods with the highest unemployment rates, lowest educational attainment, and highest poverty levels in the City. These are neighborhoods primarily south of Hwy8 and are also locations where three SDCCE campuses are located: ECC, Chavez, and Mid-City. The reported student income level for students in the ESL/ABE/ASE programs is overwhelmingly (90%) below \$35,000 per year.

Responsiveness is demonstrated in the primary goals reported by students: 73.7% of ESL students have "basic skills improvement," and 7% have "new career preparation" as primary goals. Almost 33% of ESL students have a AA/BA or higher. The highest reported primary goal for ABE/ASE students was a "secondary certificate" at 53% and 14.4% showing "new career preparation." SDCCE bridges basic education with career training by successfully co-enrolling ABE/ASE and ESL students in noncredit CTE courses. In PY 18/19, over 400 ABE/ASE/ESL students were co-enrolled each semester in CTE courses. This demonstrates responsiveness to support not only basic skill acquisition but also reskilling through CTE.

SDCCE has been effectively responding to the needs of "Opportunity Youth" since the 2017 launch of the WIOA I funded Gateway to College and Career Program that continues to today and provides additional supports to young adults in partnership with the LWDB through a contract for WIOA I funds to serve immigrant and refugee participants. The program provides intensive case management, academic support, job readiness, internships, and college and employment transition services.

Effectiveness based on internal data shows ESL at a 77.9% course award rate and the ABE/ASE at a 59.3% rate for program awards. SDCCE has an average of 56% of students with paired CASAS scores. Of those, 18.7%-25.4% made EFL gains based on program, and 20.6%-48.5 of EL Civics students achieved at least one COAPP based on focus area (PY 18/19).

- B. Describe how the agency measures performance and transition outcomes, including completing an EFL or grade level equivalent, transitioning students into postsecondary education or training and the workforce. (500 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCE measures performance and transition outcomes through several mechanisms, including FTES, Average Class Size, student outcomes such as course completion rates, course and program awards, gains in EFL, and student learning outcomes, among other indicators. SDCCE analyzes the responsiveness of programs institutionally by reviewing student trends over time, such as demographics, age, income, ethnicity, and enrollment numbers by headcount.

As a grantee of AEFLA, SDCCE uses e-CASAS for pre-and post-testing. Using the E-CASAS test, EFL increases and COAAPs are tracked using TOPSPRO. In addition, since last year, SDCCE has conducted the "Core Employment and Earnings Follow-up Survey" with students who have exited the program. Because SDCCD does not allow the merging of SSNs into TOPSPRO Enterprise due to student data confidentiality concerns, all AEFLA enrollees are included in the survey samples. Notably, EFLs and other AEFLA outcomes are becoming even more critical as part of the Student Success Funding Formula from the CCCCO. This is part of the merged data on the state Noncredit Launchboard and MIS data. These are all performance measurement components of Guided Pathways, and Strategic Enrollment Management approaches that SDCCE continues to focus on.

During the annual Program Review process, the AEFLA data is reviewed along with general program data in conjunction with institutional MIS data. Additionally, a WIOA II Committee meeting looks specifically at TOPSPRO Data on a monthly basis.

The Planning Research and Institutional Effectiveness (PRIE) Department produces reports based on internal data shared with program leadership, including faculty. Most of this information is available online. For example, quarterly, PRIE produces a Co-Enrollment Report for all AEFLA programs that have students co-enrolled in CTE. In addition, PRIE is beginning to look at data related to when and why students drop off and leave courses to determine why this occurs and how the institution can be more responsive. Additionally, PRIE produces an annual study on the transition of non-credit students to credit students.

AEFLA programs have conducted student surveys, providing feedback on whether students feel they are gaining skills and accomplishing goals. These surveys indicate that almost 90% of students agree or strongly agree with statements such as "I am acquiring the basic academic skills I will need to succeed in college"; "I am acquiring learning skills & study skills that I will need to succeed in college"; and "My classes have been helping me achieve my goals."

Past Effectiveness

Past Effectiveness for San Diego Community College District

Table 1: Previously Funded Under AEFLA, Program Year 2019

*This data can be found in Federal Table 4: MSG by Entry Level.

**This data can be found in the Payment Point Summary Report.

***This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

EFL* (or Grade Level Equivalent)	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students Who Achieved at Least One EFL Gain	Average Percentage of Students Who Achieved at Least One EFL Gain
ABE Beginning Literacy (0–1)	27	8	30 %
ABE Beginning Basic Education (2–3)	265	55	21 %
ABE Intermediate Low (4–5)	507	116	23 %
ABE Intermediate High (6–8)	162	1	1 %
ASE Low (9–10)	190	26	14 %
ASE High (11–12)	162	1	1 %
ELA/ESL Beginning Literacy (1)	217	104	48 %
ELA/ESL Beginning Low (2)	382	230	60 %
ELA/ESL Beginning High (3)	995	490	49 %
ELA/ESL Intermediate Low (4)	1564	560	36 %
ELA/ESL Intermediate High (5)	1277	516	40 %
ELA/ESL Advanced (6–8)	1374	261	19 %

High School Outcomes**	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students That Earned a Certificate / Diploma	Average Percentage of Students That Earned a Certificate / Diploma
HSD	629	89	14 %
HSE Certificate	629	32	5 %

Core Follow-up Outcome Measures***	Total Number of Students Who Exited	Number of Students Who Exited that Achieved an Outcome or Median Earning Value	Percent of Students Who Exited who Achieved Outcome
Employment Second Quarter After Exit	9032	351	4 %
Employment Fourth Quarter After Exit	9122	149	2 %
Median Earnings Second Quarter After Exit	373	5100	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	1856	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	1856	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	307	0	0 %

Core Follow-up Outcome Measures***	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter After Exit	9617	389	4 %
Employment Fourth Quarter After Exit	9581	173	2 %
Median Earnings Second Quarter After Exit	389	4800	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	1948	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	1948	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	310	0	0 %

Transition Outcomes	Number of Students Enrolled With 12 or More Hours of Instruction	Number Transitioned	Average Outcome Percentage
Employment	0	0	0 %
Postsecondary Education and Training	0	0	0 %

Table 1A: Previously Funded Under AEFLA, Program Year 2018

*This data can be found in Federal Table 4: MSG by Entry Level.

**This data can be found in the Payment Point Summary Report.

***This data can be found in Federal Table 5: Primary Indicators of Performance for Participation in Distance Education.

EFL* (or Grade Level Equivalent)	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students Who Achieved at Least One EFL Gain	Average Percentage of Students Who Achieved at Least One EFL Gain
ABE Beginning Literacy (0–1)	42	18	43 %
ABE Beginning Basic Education (2–3)	398	129	32 %
ABE Intermediate Low (4–5)	887	181	20 %
ABE Intermediate High (6–8)	175	1	1 %
ASE Low (9–10)	336	51	15 %
ASE High (11–12)	175	1	1 %
ELA/ESL Beginning Literacy (1)	252	135	54 %
ELA/ESL Beginning Low (2)	449	271	60 %
ELA/ESL Beginning High (3)	1199	682	57 %
ELA/ESL Intermediate Low (4)	1951	824	42 %
ELA/ESL Intermediate High (5)	1768	808	46 %
ELA/ESL Advanced (6–8)	1839	424	23 %

High School Outcomes**	Number of Students Enrolled With 12 or More Hours of Instruction	Number of Students That Earned a Certificate / Diploma	Average Percentage of Students That Earned a Certificate / Diploma
HSD	1369	78	6 %
HSE Certificate	1369	73	5 %

Core Follow-up Outcome Measures***	Total Number of Students Who Exited	Number of Students Who Exited that Achieved an Outcome or Median Earning Value	Percent of Students Who Exited who Achieved Outcome
Employment Second Quarter After Exit	8305	58	1 %
Employment Fourth Quarter After Exit	5893	0	0 %
Median Earnings Second Quarter After Exit	58	6213	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	915	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	915	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	274	0	0 %

Core Follow-up Outcome Measures***	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
Employment Second Quarter After Exit	8388	58	1 %
Employment Fourth Quarter After Exit	5934	0	0 %

Median Earnings Second Quarter After Exit	58	6213	N/A
Within One Year of Exit Attained Diploma/Equivalent and Enrolled in Postsecondary Education or Training	923	0	0 %
Within One Year of Exit Attained Diploma/Equivalent and Employed	923	0	0 %
Within One Year of Exit Attained a Postsecondary Credential While Enrolled	280	0	0 %

Transition Outcomes	Number of Students Enrolled With 12 or More Hours of Instruction	Number Transitioned	Average Outcome Percentage
Employment	0	0	0 %
Postsecondary Education and Training	0	0	0 %

4. Alignment with America's Job Center of California Partners

The state will consider:

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the one-stop partners ...

Public Law 113–128, WIOA Section 231(e)(4)

- A. Describe how the program will align and coordinate with the programs provided by the LWDB's AJCC. (500 word maximum) 8 points (0, 2, 4, 6, 8)

Under the new WIOA legislation, there is an increased emphasis on core system partner collaborations with the LWDB and AJCCs. SDCCE provides access to free noncredit education, including CTE, and pathways to credit college. This creates opportunities for leveraging training and increasing the number of WIOA I customers provided with free Adult Education and CTE programming. SDCCE and the LWDB/AJCC continue to work at aligning services by partnering on grant applications when feasible; involvement in local planning; MOU development and coordination; and cooperative leadership committees in the region.

In the fall of 2017, the LWDB rebid the AJCC services funded with WIOA I formula funds. The AJCC contract for all regions was awarded to KRA. SDCCE provided a letter of support for all the AJCC bidders that included the following alignment opportunities: co-enrollment of AJCC customers in free Adult Education courses; developing fee-based and contract education courses and workshops using AJCC training funds; creating a referral system leading to co-enrollment; leveraging AJCC case management and business services supports allowing for job placement, and retention for SDCCE students enrolled in the AJCC services; coordinating Business Services outreach efforts for priority sector employers connected to CTE pathways; developing internships and work experiences as part of the AJCC approach to training for SDCCE students enrolled in AJCC services; developing apprenticeship and pre-apprenticeship opportunities at SDCCE in-demand occupations utilizing AJCC training funds, and exploring co-location opportunities.

Recent efforts between SDCCE and the AJCC include: SDCCE Outreach presenting at AJCC orientations in the Metro Region; SDCCE participation in quarterly Metro Partner Meetings and other planning meetings to discuss better defining the process for SDCCE to be listed and used as a training referral agency using the new "Partner Referral" module in CALJOBS; setting up professional development opportunities to provide SDCCE program information to AJCC Career Advisors to ensure they are knowledgeable and sharing SDCCE classes and trainings as part of their customer referral process; and collaborative efforts to partner on engaging businesses for job placement opportunities.

Finally, SDCCE is also a WIOA Title I OSY contracted provider with the LWDB, which supports the San Diego Gateway to College and Career program. This allows for greater support for ASE/ABE/ESL and CTE students between the ages of 18 and 24. The local AJCC is a referral partner for the San Diego Gateway to College and Career program.

- B. Describe any formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (Go to question C if you do not have any formal agreements or MOUs). (500 word maximum) 8 points (0, 2, 4, 6, 8)

There have been several formal agreements with the LWDB, including an initial memorandum of collaboration (MOC) signed in 2014 by SDICCCA, which includes SDCCD with the objectives of developing a coordinated approach to industry sector analysis; enhancing regional capacity to support the growth and expansion of priority and emergent sectors; creating regional systems of data collection, knowledge development, and action planning; and developing and enhancing career pathway training programs. In 2016 the President of SDCCE joined the LWDB Board of Directors, which opened up the door to explore new ways for SDCCE's Adult Education courses to work with the AJCC system.

Additionally, SDCCE has been a subcontractor for WIOA I OSY Program since PY 16/17 based on being awarded a five-year contract to serve opportunity youth. This program maintains some of the best regional OSY performance outcomes for credential attainments, skills gains, employment placements, and post-secondary transitions.

In the spring of 2019, SDCCE entered into a third version of the WIOA Mandatory Partner MOU since 2016. Last spring, the LWDB held an MOU kickoff meeting and a series of communications in terms of the phases of the MOU development, in which SDCCE took part in all of these. SDCCE is involved as a mandatory partner because of the following programs: WIOA II AEFLA, CalWORKs, Perkins Technical Education, and WIOA I Youth. Although SDCCE is no longer offering courses at the Metro AJCC, there are courses that have been offered at the Downtown Library AJCC. SDCCE is not paying joint infrastructure costs based on the MOU guidance from the state.

Recent efforts between SDCCE and the AJCC include: SDCCE Outreach presenting at AJCC orientations in the Metro Region; SDCCE participation in quarterly Metro Partner Meetings and other planning meetings to discuss better defining the process for SDCCE to be listed and used as a training referral agency using the new "Partner Referral" module in CALJOBS; setting up professional development opportunities to provide SDCCE program information to AJCC Career Advisors to ensure they are knowledgeable and sharing SDCCE classes and trainings as part of their customer referral process; and collaborative efforts to partner on engaging businesses for job placement opportunities. Note that the one Metro AJCC is located within walking distance of SDCCE ECC campuses: and the City Library AJCC is within walking distance to the Chavez Campus.

- C. Describe the steps your agency will take to establish formal agreements or MOUs between the agency and the LWDB that coordinate services benefiting adult learners in the WIOA, Title II: AEFLA programs. (500 word maximum) 8 points (0, 2, 4, 6, 8)

5. Intensity, Duration, and Flexible Scheduling

The state will consider:

Whether the eligible provider's program—

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains ...

Public Law 113–128, WIOA Section 231(e)(5)(A)

- A. Describe the enrollment system in place (for example, open-entry/open-exit, managed enrollment) and the expectations for students' participation and attendance (for example, number of hours, weeks, semesters). 300 word maximum) 8 points (0, 2, 4, 6, 8)

SDCCE offers various modalities for flexibility: on-campus, open-entry/open-exit, hybrid, HyFlex, online, and online synchronous. There are two 18-week semesters each academic year and one 12-week summer session. The estimated number of courses offered through the 48-week academic year is 450 ESL, 27 Citizenship, 60 ABE/HSE, 12 Spanish/HSE, and 45 HSD. For flexibility, program orientations are offered throughout the year, enrollment remains open until the last two weeks of a course, and some programs offer short-term courses within the semester.

All online ESL courses offer synchronous meetings via Zoom and online lessons in Canvas. Most core ESL courses are 18 weeks in length and are 12 to 15 hours per week. The new VESL curriculum implemented in 2021 is structured in two nine-week sessions and between 10 and 15 hours per week. Special topic ESL courses are six to ten hours per week and are held between 6 and 18-week course lengths. For open-entry/open-exit courses, instructors typically drop a student after two weeks of non-attendance. Online and hybrid courses drop non-participating students at two census dates (20% of the course and 60% of the course).

The HSD program is entirely online and has instituted an accelerated model that offers six-week managed enrollment courses. Expectations for students in the Accelerated High School Program (AHSP) is that they participate in all assignments and peer-to-peer discussions, translating to 90 attendance hours for each course. Students with incomplete assignments at the census dates are dropped from the course and may retake it later. The High School Equivalency Prep (HSEP) Program follows a similar structure to the AHSP, with only a difference in course duration (9 weeks to 6).

For AEFLA courses, with some exceptions, a student must attend a minimum of 60% of course hours to receive a certificate of course or program award.

- B. Describe how the instructional schedule is aligned with the program's standardized assessment post-testing procedure to allow sufficient intensity (hours per week) and duration (number of weeks per course) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program. (300 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCE offers courses throughout the week in 12-week (ESL) and 6-week sessions (HSDP). Courses are offered at various start dates, including some late start and special topics courses. Scheduling is done with the intent to meet student needs based upon other life demands, including parenting, working, and job seeking.

SDCCE moved from paper-based CASAS testing to e-CASAS testing in the fall of 2016. Assessments take place in instructional computer labs or remotely. Pre-testing takes place within two to three weeks of enrollment into the program; however, prior to the pandemic, it was typically offered on the day of registration and orientation to assist with the appropriate instructional course-level placement. Now that we have returned to on-campus registration, this practice will resume. Students in the HSE Prep Program use a tool developed by faculty during their meeting with counseling to self-assess their skill level in reading, writing, and mathematics for placement. CASAS is then offered again twice per semester, twice in the summer, and one makeup session in the spring. In addition, ASE HSDP Accelerated courses use eCASAS pre-and post-tests on the first and last day of the six-week cohort, which has increased paired score rates. After completing 70 to 100 hours of instruction, e-CASAS post-tests are administered.

We have developed protocols and procedures to assess EL Civics tasks in an online class to serve the needs of our online student community. Protocols and procedures were developed per the CASAS e-testing guidelines.

- C. Describe how the curriculum and instruction contain the levels of rigor and intensity necessary for adult students to achieve learning gains. (300 word maximum) 12 points (0, 3, 6, 9, 12)

Based on population needs, effectiveness, student feedback, and regional trends, SDCCE courses are regularly evaluated for rigor, intensity, and content. Faculty members responsible for curriculum and members of the SDCCE Curriculum Committee participate in this process. Several course outlines have also been revised to incorporate the College and Career Readiness Standards to enhance the rigor required to prepare students for a career or postsecondary education.

The ESL Student Guide, implemented each semester, provides an orientation to the ESL program, including expectations for course completion, orientation to the next steps after ESL, and goal setting.

In addition to core ESL, VESL, and Citizenship courses, EL Civics includes 30-hour curriculums. Rubrics developed by faculty committees are used to measure student mastery of EL Civics objectives. SDCCD, CCE uses some of the state's most rigorous EL Civics tasks. As an example, while many agencies require students to write three-paragraph essays, our curriculum prepares them to write five-paragraph essays. Additionally, the curriculum prepares students for college and career transitions. HSE includes preparation for GED, HiSET, and TASC. In addition, HSD instruction is offered to help students complete the "Option 2" Joint HSD in partnership with the SDUSD. Each ASE course has content that is either developed or vetted by discipline experts. Students are evaluated using transparent and equitable rubrics designed to measure mastery of the course competencies.

Foundational workplace skills are incorporated into coursework, including computer skills; teamwork skills; internet research techniques; and oral presentation skills. These are added when assessments indicate the need for more or different course offerings. Additionally, many course outlines have been revised and developed for Vocational Adult Basic Education and Vocational ESL to better prepare students for further occupational training or higher education and entry into the workforce.

- D. Describe the physical capacity, including the number of classrooms, learning labs, and other dedicated spaces, to teach adults. (300 word maximum) 8 points (0, 2, 4, 6, 8)

SDCCE has five main campuses and two sites connected to District credit institutions: ECC, Mid-City, Chavez, West City, North City, Continuing Education at Mesa College, and Continuing Education at Miramar College. In addition, because of approved bond measures in the last ten years, it allowed for four new sites with state-of-the-art LEED-certified facilities, a sign of the new age and investment in Adult Education by the SDCCD.

SDCCE offers ESL courses at approximately 45 on-campus classrooms, including the District's two credit college campuses at Miramar and Mesa. We are currently offering one ESL class at a community center. Online ESL offerings continue to make up about 50% of our offerings, roughly 100 classes. Additionally, ASE/ABE offers 31 online courses. Computer learning labs are available at each campus to allow for classroom-based assessments and other instructional practices, including small group and individualized learning supports. Classrooms typically are dedicated to the program area and hold at least 30 students each.

Pre-pandemic, additional ESL/ABE classes have been offered based on demand and have included classrooms at senior centers, homeless shelters, elementary schools, libraries, local military bases, churches, and community-based organizations. The San Diego Rescue Mission, Second Chance, and Urban Corps (YCC) are among the nonprofits that have created partnerships over the past three years that serve at-risk older youth, homeless, and re-entry populations. As we come out of pandemic operations, we will return to these off-campus locations and reach out to new partners.

- E. Describe how the agency offers flexible schedules (including daytime, evening, weekend, and hybrid classes) and other strategies to enable learners to achieve learning goals. (300 word maximum) 12 points (0, 3, 6, 9, 12)

Courses in ESL, ABE, and ASE are taught in 6-week, 9-week, 12-week, and full 18-week sessions. On campus, classes are generally offered Monday through Friday in the mornings and afternoons and Monday through Thursday in the evenings. Online classes include a mix of synchronous lessons via Zoom and asynchronous lessons via Canvas. In addition, ESL, including citizenship, provides some class options on Fridays and Saturdays. Classes typically start as early as 8:30 am and end as late as 9:00 pm.

The ESL weekly instructional scheduling is estimated based on current year scheduling, which shows that approximately 70% of the classes meet 12 to 15 hours per week, and approximately 30% meet five to ten hours per week. The length and duration of courses allow learners to complete the criteria for level advancement and make sufficient learning gains.

Courses in the Accelerated High School Program (AHSP) run online in 6-week sessions. The classes run asynchronously (to ensure flexibility amongst our busy adult population) but offer a high degree of student support. All lectures are pre-recorded for 24/7 student viewing access. In addition, students may schedule one-on-one Zoom appointments day or night (M-F) to meet with instructors, instructional assistants, or Disability Support Programs and Services (DSPS). Many instructors also offer weekly help sessions and study groups over Zoom. The DSPS program also offers on-campus assistance with a resource instructor, M-Th.

The High School Equivalency Prep (HSEP) Program courses are offered online in 9-week sessions. The classes meet over Zoom at least once per week (optional for students) and offer recorded lectures for students who cannot attend the weekly scheduled meetings. Similar to AHSP, HSEP students receive Zoom appointments for extra support.

6. Evidence-Based Instructional Practices and Reading Instruction

The state will consider:

"Whether the eligible provider's program—

(A) uses instructional practices that include the essential components of reading instruction"

Public Law 113–128, WIOA Section 231(e)(5)(B)

Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice ...

Public Law 113–128, WIOA Section 231(e)(6)

- A. Detail how the agency uses rigorous research and evidence-based instructional approaches for ELA, ABE, and ASE (for example, essential components of reading instruction, differentiated instruction, direct explicit instruction, use of formative assessment, and use of standards-based curriculum). (500 word maximum) 16 points (0, 4, 8, 12, 16)

Through contextualized instruction tailored to diverse, lived experiences, faculty use evidence-based methodologies such as the "natural approach" and "communicative approach" to foster real-life communication skills. Community-building and intentional grouping strategies foster an inclusive, student-centered learning environment. To teach reading skills, faculty use "whole-language" and "alphabetic strategies." To instruct phonics, an adult-oriented curriculum is integrated into English acquisition lessons to support emerging readers. Depending on students' learning styles and needs, "explicit" and "implicit" approaches are used to teach grammar with an emphasis on integrating "form and function." Informal and formal formative and summative assessments guide instruction as students progress through a curriculum informed by English language proficiency standards for adult education.

Additional best practices include "cooperative learning," a task-based approach that promotes social skills and individual accountability while integrating reading, writing, speaking, and listening skill development. In addition, the "participatory approach" emphasizes classroom community, develops social awareness, and a strong student voice. Instructors also aim to engage students individually within the context of the course they are studying.

Faculty teach toward Student Learning Outcomes (SLO) for each course, including SLO assessment and analysis. SLO assessments are based on best practices,

including a collaboratively developed rubric. The data are then compiled for reflection, discussion, further research, and planning. SLO is used to help faculty evaluate the effectiveness of their instruction and their students' progress.

At an institutional level, the required SDCCD Online Faculty Certification Program ensures that all online course instructors are proficient in the tools and techniques for effective online teaching. In addition, the SDCCE Access, Retention, and Completion (ARC) Committee and the ESL Learner Persistence Committee provide evidence-based recommendations that contribute to student retention and completion rates.

A recognized effective practice for HSD was the re-organization and implementation of the "Accelerated High School Program" to provide more direct instruction versus independent learning labs combined with individualized differentiated learning. This was implemented in 2013 and has been recognized for best practices utilizing common focus and vision; high standards and expectations; high levels of collaboration and communication; college-prep curriculum, instruction, and assessment aligned with standards; frequent monitoring of student learning and progress; a robust student support system; subject-based cohorts and learning communities; managed enrollment and attendance; and integrated technology. In addition, due to the Covid pandemic, the AHSP pivoted entirely online; student feedback has been positive regarding the flexibility, and the asynchronous approach offers the opportunity to receive one-to-one support from instructors, instructional assistants, and Disability Support Programs and Services.

Faculty and management engage in professional development with literacy-focused organizations to stay current with relevant research and best practices. Primary sources of professional learning organizations are Teachers of English to Speakers of Other Languages (TESOL, CATESOL), California Adult Literacy Professional Development Project (CALPRO), Outreach and Technical Assistance Network (OTAN), and the Coalition on Adult Basic Education (COABE). Furthermore, HSDP faculty have engaged in ongoing equity and diversity training, College Board AP Strategies, and Gilder Lehrman Teacher Seminars.

- B. Explain the agency's use of curricula targeting students with special learning needs, including minimal literacy skills and learning disabilities. (350 word maximum) 12 points (0, 3, 6, 9, 12)

Adult learners come to SDCCE with a variety of academic backgrounds, and various reasons, including disabilities and other special needs, may result in some needing a high degree of essential literacy support. Therefore, DSPS has Faculty Resource Specialists available to students enrolled in mainstream ABE/ASE/ESL classes. These specialists work closely with instructional faculty and students to provide support to level the playing field and ensure accommodations are being provided. In addition, specialists ensure that qualifying students are connected to a DSPS Access Technology Specialist and DSPS Counselors based on a student's qualifying accommodation needs.

DSPS can conduct Learning Disability (LD) assessments and provide instructional support as needed. Qualified students will have their accommodation needs discussed and shared with instructional faculty, and efforts will be made to facilitate customized curricular pathways as required. Throughout a student's course of study, disability-related needs are consistently addressed.

ESL student assessment is conducted at many levels, including CASAS scores. Adjustments are made as needed regarding program placement. To address the unique needs of less literate ESL students, a track of courses is offered that emphasizes reading and writing skills. These courses are delivered using specially designed materials and at a slower pace than other ESL classes. ESL classes have been created to meet the needs of students who have not had any formal education. ESL also provides individualized writing support to students through the Writing Tutor Program through a partnership with a community-based volunteer program.

SDCCE participated in the 2020-2022 OTAN Digital Leadership Academy cohort. A team of SDCCE ESL and DSPS faculty collaborated on a two-year project to create a Digital Literacy Canvas Module for Low Level and Limited Learners that was developed following the Universal Design for Learning (UDL) Guidelines to provide accessible, equitable, and flexible learning content.

The ESL Digital Literacy Coordinator and ESL Technology Coordinator created the Digital Literacy Orientation curriculum to support low-literacy and beginning-level learners with technology access and usage. The curriculum includes visual supports, multiple media, videos with closed captioning, and hands-on assistance with personal devices.

- C. Describe how the agency provides instruction based on the results of the learners' diagnostic and formative assessment. (350 word maximum) 12 points (0, 3, 6, 9, 12)

Based on diagnostic assessments, learners are placed in courses with distinct learning objectives. These objectives are aligned with the American Council on Education's English Language Proficiency Standards for Adult Education. CASAS and other standardized tests guide instruction in placement and during the course. There are standard practices for how CASAS assessments are implemented. Students are informed of the CASAS score immediately upon testing, whether pre- or post-test, so that they can follow their progress. After each CASAS testing session, instructors print out the CASAS "Gains Report."

In addition, instructors administer a variety of formal and informal assessment tools. These are based on the course and the instructor and assist in tracking progress and evaluating student skill profiles which impact instructional approaches. Notably, the increase in online and hybrid ESL courses has affected how formative assessments are conducted. Relevant texts and other instructional materials are used by instructors to match the lessons being taught. Topics are reviewed and repeated based on assessment outcomes. This also allows faculty to group students appropriately based on skill level and modify instruction based on real-time student information. A syllabus is used as a fluid guide for students to follow but is not used as a prescription. Therefore, the syllabus and instructional materials are modified as needed to accommodate student needs within the scope of the course outline.

Programs use Student Learning Objective assessment rubrics to measure student proficiency and adjust instruction to students' cognitive levels, learning styles, and preferred modes. In addition, faculty meet regularly to discuss successful teaching strategies, and the results of learning data are used to evaluate instructional methods.

7. Effective Use of Technology and Distance Learning

The state will consider:

Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance ...

Public Law 113–128, WIOA Section 231(e)(7)

- A. Describe the agency's plan to effectively deliver instructional services, through the use of technology, to improve student performance. (750 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE has continued to make the advancement of instructional equipment and technology a priority by installing updated computers in several of our computer labs, purchasing mobile laptop carts on wheels, upgrading classroom-based Wi-Fi accessibility, and investing in HyFlex technology upgrades as some examples. In addition, CE Departments evaluate technology needs annually and submit resource requests to upgrade hardware. SDCCE is a large institution with many classrooms and labs; therefore, this continues to be an evolving process and a top institutional goal as non-federal resources become available.

Considering 83% of the ESL faculty are currently teaching online/Hyflex, the ESL department has created a new coordinator position, ESL Digital Literacy/HyFlex Coordinator, to support a smooth transition from face-to-face to online/HyFlex instruction. The ESL Technology and ESL Digital Literacy Coordinators have been offering weekly mentoring to ESL instructors. District-wide, the CE Online Faculty Coordinator, Online Faculty Mentors, OER Coordinator, and Accessibility Mentor have been providing one-on-one mentoring, office hours, workshops, and online teaching updates and tips for all CE faculty. Almost 100% of ESL faculty have completed a 20-hour online Faculty Certification Program. Ongoing professional development training for Zoom, Canvas, and EdTech Software have been offered to support quality distance education. CidiLabs Design Plus courses have been conducted to help faculty create accessible and professional Canvas courses. A large number of Instructional Assistants were promoted to Project Assistants to facilitate orientations, assist with student services, and support faculty coordinators. Additional project Assistants and Instructional Aides were hired to support Hyflex/online synchronous instruction, online registration, the Multi-Lingual Help Desk, Digital Literacy Orientation, and CASAS remote testing. To minimize the digital gap, there is a need for ongoing instructional services, technology upgrades, and maintenance.

In the Fall of 2019, students received a revamped mySDCCD Student Portal, which allows them to view their class schedule, access unofficial online transcripts, and do online registration. The updated mySDCCD faculty portal provides easy access to student contact information and completion certificate record-keeping and reporting. Next, Outlook.edu student emails and Office 365 access will be introduced. Furthermore, there is a need for more WIOA Assistant Coordinator, PA, and IA hours. This will enable us to fully support our ESL students in overcoming the language and digital literacy barriers they face during this transitional phase.

- B. Describe how the agency provides educational opportunities through online/distance/blended/hybrid learning in the ESL, ABE, and ASE programs. (750 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE quickly responded to the shutdown in the Spring of 2020 caused by the pandemic by offering various online courses at all ESL levels. The ESL program successfully launched CASAS remote testing and EL Civics online assessment for intermediate and advanced students. The SDCCE TAP program provides free loaner laptops and hotspot Wi-Fi access with support and training to CE students to decrease the digital divide and support marginalized students who struggle to adapt to distance education due to access and skills. The ESL program has offered ongoing in-person Digital Literacy Orientation, short-term Online Learning Skills classes, and in-person

digital literacy support walk-in office hours. PAs help students apply for grants and scholarships to support their studies.

To better serve the underrepresented students who did not adapt to distance education in 2020, SDCCE launched a flexible blended learning modality, Hyflex, which gives students flexible participation choices online or on-site. 12% of the current ESL course is HyFlex modality. SDCCE purchased over thirty 360 OWL Cameras and upgraded 37 HyFlex technology-equipped classrooms. Hands-on tech training and professional development have been offered regularly to support successful HyFlex instruction (Support document 1; Support document 2). Before COVID, most HSD classes were offered on-campus (with a small online component). However, since COVID, all courses have moved online utilizing the Canvas Learning Management System. On the HSEP side, methods have been developed in consultation with ICOM. On the AHSP side, courses have been designed to include the latest best practices and a social justice/equity focus. Some instructors have also included external apps within their Canvas course shell, like MyOpenMath.

As we continue to offer many online and HyFlex courses, there is an ongoing need and objective for creating a quality online curriculum. SDCCE worked with Ease Learning for faculty subject matter experts to develop several Canvas courses for the Interactive Competency-Based Online Microcredentialing program (ICOM). EL Civics curriculum and ESL Student Guides were transformed into Canvas Modules and PDFs for greater accessibility. An updated online curriculum was developed for the VESL Pathways for Careers and Family Literacy courses. Several resources have been created to support the development of digital literacy skills in our learners, including the SDCCE Online Learning for ESL/VESL website with over 40 digital skills videos made by a team of faculty curriculum developers and the Digital Literacy Canvas Modules that were created by the SDCCE Digital Leadership Academy (DLAC) 2020-2022 cohort.

Several efforts have been made to increase the number of Zero Textbook Cost courses and to create accessible and equitable programs that are responsive to adult learners. In addition, they have been made to increase instructors' knowledge regarding available resources. In addition to our ESL loaner book program for beginning-level ESL learners, we offer an ESL Bachman Jennings Textbook Scholarship program to assist students who need a digital textbook. Efforts to expand the use of OER include the development of Interactive Competency-Based Online Micro-Credentialing (ICOM) curriculum, adopting ESL software subscriptions, hiring a new OER Coordinator, and developing an OER Canvas resource shell. . The indicators that have shown these efforts were effective are the increase in the use of OER by instructors and an increase in the number of HyFlex and online courses. Finally, our district recently received The Community Funding Project grant, which will provide funding and support for SDCCD faculty to continue creating and improving instructional materials with Open Educational Resources (OER), resulting in an increased number of online Zero Textbook Cost (ZTC) courses.

8. Facilitate Learning in Context

The state will consider:

Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship ...

Public Law 113–128, WIOA Section 231(e)(8)

- A. Detail how the agency uses IET or other models of contextualized instruction to help, ABE, ASE, ELA adult learners develop skills to advance in an educational setting, become more employable, engage in their communities, and exercise the rights and responsibilities of citizenship. (500 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCE focuses on contextual skill attainment in the various AEFLA courses, including PreVocational ESL; Advanced Cluster Vocational ESL; EL Civics; Citizenship; Integrated Education and Training; Vocational Adult Basic Education.

In ABE/ASE courses College and Readiness Standard objectives are incorporated. Teaching is in the context of themes and approaches that are relevant to students' needs and goals. Instruction approaches in all courses emphasize the areas of English speaking, listening, reading, writing as well as arithmetic. Additionally, foundational skills are part of the emphasis of instruction with activities focused on problem-solving, critical thinking, interpersonal relations, career planning, and career advancement. SDCCE is strongly rooted in instruction that not only focuses on academic skills but on the contextual real-world skills needed to function as parents, workers, and citizens.

AEFLA programs emphasize instructional approaches that incorporate the world of work and functional life skills such as digital literacy, presentation skills, understanding of resumes, cover letters, employment applications, amongst other approaches. Instructional approaches include the demonstration of these competency levels.

ESL instruction in all courses emphasizes the understanding of cross-cultural and civic participation through real-world activities. EL Civics annually selects up to six measurable Civic Objectives and Additional Assessment Plan (COAAP) civic objectives. Notably, the majority of ELL students participate in both ESL and EL Civics. COAAPs are assessed through the demonstration of these contextual skills with rubrics that include oral, written, listening, or reading. New COAAPs that align with specific career pathways, such as Home Healthcare and Workers' Rights Advocacy, have been developed.

SDCCE Vocational ESL Program has developed and implemented 9-week intensive ICOM courses for Beginning Low to Advanced Levels. At each level of instruction, one course is offered that focuses on career exploration and job search, and another

course focuses on workplace communication. At the higher levels (Intermediate High and Advanced), students conduct extensive research on a career pathway that may spark interest in enrolling in CTE Courses. Our VESL for Healthcare Careers and VESL for Career Pathways courses provide a variety of career-specific learning modules. SDCCE is currently developing curriculum for two EL Civics objectives that align with career pathways.

The VESL Program has used a variety of IET instructional models that provide both language and job readiness instruction to provide CTE pathways. These models have included Advanced VESL Cluster courses and occupation-specific VESL courses and modules. Previously a co-instructor/I-Best model was offered in Personal Care Assistant/Caregiver and Auto Technology courses using the co-teaching model, one instructor taught Adult Basic Skills (including English language skills), and the other instructor taught occupational skills (CTE) in the same classroom.

The ABE/ASE department has implemented an interdisciplinary Career Development Course modeled after the Academy for College Excellence (ACE) program that provides group instruction, guidance, and analysis of personal and career goals using a career development model that focuses on assessment, exploration, and decision-making. Instruction includes assessment of related interests, skills, abilities, values, aptitudes, and communication styles. Course instruction uses a high number of experiential class activities.

- B. Describe how the agency's curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce. (500 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE programs enhance student income and employment potential and facilitate students' progression through guided pathways. Notably, this is a vital goal of the CAEP Consortium. AEFLA course curricula emphasize instruction to develop soft skills, critical thinking, and digital literacy skills. For example, ELL courses offered by AEFLA emphasize the application of grammar knowledge in writing and speaking and promote success in academic and workplace settings. Additional curricula include increased distance education courses, partially achieved by expanding the number of faculty with online certification and increasing the number of approved courses.

SDCCE offers over 60 Adult Education and CTE certificate programs. An institution-wide instructional goal includes the understanding, incorporation, and response to labor market needs in the curriculum to prepare skilled workers in key industry areas. This is happening through expanding industry and community partnerships and enhancing the curriculum to meet industry needs. In addition, there are efforts to incorporate work-based learning practices into the classroom, including labor market data in the Program Review and curriculum development processes.

SDCCE has approximately 15 credit-by-exam articulation agreements between noncredit and credit CTE programs. Because ESL and ABE/ASE programs are essential feeders to CTE courses, there are high degrees of collaboration between programs related to academic readiness. These programs provide the basic skills necessary to ensure students' readiness as they transition to noncredit CTE and from noncredit to SDCCD credit colleges.

One of the goals of SDCCE is to increase students' transition to credit. To document noncredit student success at credit colleges, SDCCE annually tracks cohorts of students who transfer to credit colleges for the first time. Data has shown that SDCCE noncredit students persist at a higher rate than the general population of first-time credit students. Noncredit students transitioning to college often need a high level of counseling support to assist with career guidance, application procedures, and preparation for college success. The SDCCE Promise Program was launched to address this issue in PY 16/17. It supports noncredit students who wish to enroll in college and need assistance with fees, books, and supplies, among other supports. ESL offers a version of advanced ESL that has the specific focus of Transition to College.

Finally, because of a resurgence of counseling services through a restored budget in the last five years, the Student Services Department added several counselors, outreach workers, and other student support staff in the past four years who have been supporting student transitions outside of the classroom. In addition, on some campuses, student ambassadors and outreach coordinators provide students with information about transitioning.

9. Qualified Instructors and Staff

The state will consider:

Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means ...

Public Law 113–128, WIOA Section 231(e)(9)

- A. Describe how the agency will ensure that educational activities are delivered by diverse well-trained and highly qualified instructors, counselors, and administrators. (250 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE is governed by California Education Code, which has specific Minimum Qualifications for faculty by subject matter. SDCCE has highly-trained faculty, including over 90% of AEFLA faculty with ten or more years of teaching experience, contributing to high-quality instruction. A significant degree of faculty collaboration occurs in AEFLA programs with each program having a Program Chair that serves in a leadership role with responsibilities for oversight of program educational activities.

Peers and administrators screen faculty applicants for evidence of at least a bachelor's degree in a related field and certifications in AE, TESOL, or K-12 education. Furthermore, applicants are required to conduct teaching demonstrations and submit a lesson plan. Under the collective bargaining agreement for faculty members, instructors are evaluated based on peer and student evaluations.

Adjunct and contract faculty with an 18-week semester assignment must meet an Instructional Improvement (Flex) obligation to further their skills. SDCCD offers weekly professional development opportunities on technology hardware/software; Canvas LMS; Zoom; accessibility; diversity, equity, inclusion; and more. Participation in ESL Committee meetings provides an opportunity for faculty to remain current in social justice, learner persistence, HyFlex instruction, technology integration, vocational ESL, and transition to college.

Each program and campus is assigned a counselor with at least a master's degree with a specialty in a counseling discipline, who work closely with instructors to build supportive relationships and are trained in various teaching methods and industry requirements. Instructor Assistants also provide classroom-based support, data collection, and reporting to ensure instructional continuity.

- B. Provide a brief description and the anticipated number of part-time and full-time diverse adult education instructors, counselors, administrators, and volunteers implementing the grant program. (250 word maximum) 8 points (0, 2, 4, 6, 8)

There are approximately 15 adjunct and eight (8) contract faculty in ABE/ASE Department and 92 adjunct and 26 contract faculty in the ESL Department. Faculty not only provide direct instructional delivery of educational activities, including creating syllabi, developing course materials, reporting attendance, overseeing proctoring of post-assessments, and a multitude of other student interactions. Additionally, seven faculty Academic Counselors support the ESL program, and 5 support the ABE and ASE Programs at various campuses.

To support the delivery of instruction and to comply with the requirements of the AEFLA, approximately six faculty members receive partial release time to serve as Assistant Program Coordinators in the ESL Placement Offices. Moreover, faculty members have partial release time to serve in the following roles: Technology Coordinator, VESL Coordinator, EL Civics Coordinator, and Citizenship/Volunteer Coordinator. In addition, as part of WIOA II, an ESL Faculty Coordinator is responsible for data collection and instruction. In ABE/ASE, there are approximately 12 contracted Instructional Assistants (IAs) and 27 hourly Project Assistants (PAs).

Classified positions include: a partially assigned Student Services Technician and a fully trusted Student Services Assistant focused on TOPSpro data administration. Finally, a partially assigned Classified Special Projects Manager helps support AEFL programming integrations with CAEP programming and other categorical funds.

Oversight of the large instructional programs at SDCCE takes much effort, including the VP of Instruction; and two Instructional Deans: Dean for ESL and Dean for ABE/ASE. Both are campus Deans, and one oversees two CTE programs.

- C. Describe the agency's plan for implementing continuous professional development for diverse administrators, instructors, and support staff. (250 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE has a Professional Development (PD) Committee chaired by the Faculty PD FLEX/PD Coordinator. This committee is charged with assessing and identifying institution-wide PD needs and monitoring and evaluating progress toward these goals. Ongoing institutional PD/FLEX activities are posted on the institution's website. PD topics include student equity topics, onboarding of new faculty and staff through Passport to Success, and the Teaching and Learning Collaborative, which offers collaborative sessions with CAEP partner agency SDUSD regarding teaching effectively, instructional design, integrating technology, and innovative practices. Additionally, SDCCE offers the Five Day Experiential Leadership Institute a 5-day, 40-hour professional growth opportunity for any employee interested in supporting students' academic, vocational, and personal success.

Each year, AEFLA programs complete an online PD survey about staff and faculty PD needs. They also ask how they would like to participate in staff development and what committees they might wish to serve on. The survey results are used to plan PD activities within the departments. The program also uses peer-to-peer mentoring models. It is the responsibility of various personnel to participate in statewide workshops both online and in person. In addition, these professionals must bring back ideas and materials that can be shared in committees and program meetings.

- D. Describe how the agency's professional development plan supports diverse instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes. (250 word maximum) 12 points (0, 3, 6, 9, 12)

Ongoing professional development workshops are offered through FLEX to increase the understanding and use of SLOs. Faculty participate in CASAS Institute, OTAN, and CALPRO training. These membership networks are designed to keep SDCCE faculty apprised of evidence-based and best practices. Some examples include OTAN online training for OER for adult education. In addition, CALPRO topics address the adult learner, building communities of practice, instituting CCRS, virtual workrooms for multilevel instruction, supporting best practices in ABE reading, and workforce skills. ABE instructors take part in evidence-based reading instruction and use this to develop phonemic awareness, fluency, vocabulary, and comprehension.

In developing IET courses, including the Integrated EL Civics, faculty have participated in regional COAAP training and workshops focused on economic development trends, labor marketing, and occupational education opportunities.

Due to the increased capacity of student services and the addition of new instructors, there is an increased emphasis on teaching students about academic counseling services and educating counselors about course offerings, labor market demand, and employment industry trends, especially middle-skilled jobs and job market trends.

Additional PD goals include advancing career pathway offerings by understanding the latest regional Labor Market Information. As a result, all staff and faculty will be able to use data to inform themselves about how to enhance program effectiveness. Finally, a PD goal is to increase the number of faculty with the Online Faculty Certification to support distance learning instructional approaches.

10. Partnerships and Support Services for Development of Career Pathways

The state will consider:

Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways ...

Public Law 113–128, WIOA Section 231(e)(10)

Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs ...

Public Law 113–128, WIOA Section 231(e)(11)

- A. Identify and detail federal, state, or local programs (not included in the responses to consideration 4, alignment with AJCC partners) that will be coordinated and aligned with the agency's WIOA, Title II: AEFLA adult education programs. (250 word maximum) 12 points (0, 3, 6, 9, 12)

As a Regional CAEP Consortium and San Diego Unified School District Adult Education member, AEFLA is closely aligned with CAEP programming, including outcomes, metrics, and reporting. CAEP aligns with AEFLA because it supports efforts for transitional pathways for adult learners while supporting students to become literate and obtain the knowledge necessary for employment. This is based on the refinement and creation of supportive approaches to career and college transitions that foster the ability of students to reach their goals, including becoming economically self-sufficient.

The size of programming offered by SDCCE, in addition to the changing landscape of the Noncredit Community College Adult Education system, has called for SDCCE to take a broader view of planning and to coordinate efforts across various federal and state program initiatives. SDCCE currently aligns with Strong Workforce; Guided Pathways; Student Equity and Achievement; Basic Skills Initiative; CalWORKs, Perkins; and WIOA Title I. The alignment of AEFLA and these programs include creating a common language, integrating cross-departmental planning, and implementing cross-functional practices.

Additionally, SDCCE is exploring additional collaborative opportunities with local programs that focus on basic skills, career pathways, and seamless transitions for adult learners. Several partnership programs are in place. These include the EDD IET Grantee Somali Bantu Association of America, San Diego County's Office of Immigrant and Refugee Affairs, MAKE Projects, the Alliance for African Assistance, the Regional Refugee Forum, READ San Diego, San Diego Association of Governments, Digital Divide Taskforce, and the City of San Diego Promise Zone and Access 4 All Program.

- B. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, postsecondary institutions, businesses, and social service agencies that provide program support, outreach, and referrals of learners. (250 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCE engages in community relationships through its advisory boards, community meetings, and informal and formal feedback. SDCCE holds community events throughout the year at campuses to bring together stakeholder groups. The types of reciprocal relationships are based on various areas of needed student support provided by the partner agencies. SDCCE as the key Adult Education public educational institution in the region for ABE, ASE, ESL, Citizenship, Disability Services, and CTE programming and is therefore an often sought-after educational partner by community-based and public agencies.

Partnerships include those where offsite classes are held as well as those where partners refer students to SDCCE Adult Education programming. Due to COVID, the number of offsite courses has been reduced, and the number of online and hybrid courses were increased, opening up many new doors for the inclusion of partnerships. In the past, SDCCE community partnership included offsite classes with agencies such as: SDUSD sites and online English for Parents classes; Bayside Community Center, Second Chance; Urban Corps; St. Paul's Senior Day Program, and the San Diego Rescue Mission.

Additionally, there are longstanding partnerships with agencies that provide cross-referrals for social services and other resources, many of whom participate in resource fairs held at SDCCE. Several organizations are key community partners including: the Midway Museum, Make Projects, International Rescue Committee (IRC), Catholic Charities, ResCare/Welfare to Work, Family Health Centers of San Diego, Mental Health America, Center for Community Solutions, Legal Aid Society, Casa Cornelia, and US Citizenship and Immigration Services (USCIS).

- C. Describe how the coordination and alignment discussed in A and B above contribute to the development of career pathways for adult learners. (250 word maximum) 16 points (0, 4, 8, 12, 16)

The community, especially in lower-income neighborhoods in San Diego, desires opportunities for self-sufficiency and quality employment. SDCCE continues to reaffirm the relevance of free non-credit adult education in the community as it develops, fosters, and sustains its relationships with partners. SDCCE is not only an educational provider but also an institution focused on career pathways with the direct ability to support entry into employment.

While the longstanding Adult Education system is still relevant, SDCCE must act rapidly to eliminate any barriers that impede students or potential adult learners due to processes, policies, or systems in light of the advancements in technology, digital communication, and labor market conditions. This has been a focus for SDCCE to develop or refine some of the approaches for how the institution conducts outreach, onboarding, use of instructional technology, and opening the institution's doors for creative ideas and innovation. Viewing SDCCE as a critical player in career pathways but not as the sole provider or entity for supporting adult learners provides a more balanced approach to addressing the needs and being responsive to adult learners.

- D. Describe the agency's coordination of support services (for example, child care, transportation, mental health services, and career planning) to reduce barriers for adults to access educational services and to support their advancement academically and transition to postsecondary courses or career training. (250 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE determines student needs through interactions with instructors, counselors, ASB, and classified staff and by reviewing eligibility criteria for various institutional or community supports. For example, childcare and transportation assistance are periodically offered through CalWORKs, and a lending library for CTE equipment and textbooks is maintained by the Rising-to-Success (R2S) Pathways Program. R2S assists with school supplies, clothing, and food support through a monthly farmer's market and campus food pantries. R2S coordinates referrals with County HHSA for SNAP and other County programs through the partnership to have weekly on-campus eligibility screenings. Finally, ESL maintains an extensive partnership and support service list regularly used to refer students.

Daily interactions with faculty allow students to self-identify areas of support needed, including Mental Health (MH) referrals. A partnership with City College on a Proposition 98 MH Grant allows the gathering and sharing of MH Community Resources such as, suicide prevention resources, organizing a Week-of-Action with County MHS, Sexual Assault Awareness Outreach; offering Mood Screenings; and various classroom presentations.

A newly developed Family Literacy program offers online English for Parents courses meeting the needs of parents with young children. ESL faculty promote classes to parents at the SDUSD English Language Advisory Council. Lastly, the Advanced English for Parents class is being developed to serve as a bridge to the Child Development Certificate program.

The reimplementation of our Equivalency Voucher program is underway, where students are encouraged to complete courses and achieve goals by covering the costs of one or more exams.

11. High Quality Information and Data Collection System

The state will consider:

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance ...

Public Law 113–128, WIOA Section 231(e)(12)

- A. Describe the agency's management information system, including data collection, data entry, data management, and data privacy. (250 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCD has a relatively new student MIS launched in the summer of 2019 called Campus Solutions, one of three pillars of the PeopleSoft ERP system. All data elements align with the CCCCO "COMIS" system and are uploaded student data files to the state system.

As an AEFLA grantee, SDCCE uses CASAS TOPSpro Enterprise to collect, analyze, manage, and report student data. TOPSpro Enterprise data is collected using e-CASAS assessments for pre-and post-tests for AEFLA programs. In addition, monthly data merge tables are done to collect information in Campus Solutions to import into TOPSPro Enterprise based on the "Exchanging Data Specification" guidance that includes data collected according to "merge tables." This is done for Classes, Demographics, Student Program Status, Entries, Attendance, Student Class Status, and Updates. While SDCCE continues to work with District MIS Programmers to ensure all relevant data applicable to AEFLA are included in the merge tables to ensure the most accurate data possible.

Due to the COVID pandemic, challenges for students with remote testing, and changes in attendance reporting procedures from CCCCO, SDCCE has seen some gaps in student data reporting that are being addressed.

SDCCD is committed to protecting the privacy of student data and adheres to all state and federal policies and procedures for intake, assessment, placement, goal setting, follow-up surveys, and data privacy requirements. SDCCD adheres to Family Educational Rights and Privacy Act (FERPA) guidelines and required Test Administration and AEFLA Assessment Policy Guidelines.

- B. Describe how at a minimum, monthly attendance records and student assessments are tracked and reported. (200 word maximum) 12 points (0, 3, 6, 9, 12)

Attendance is tracked according to CCCC noncredit attendance standards for Full-Time Equivalent Students (FTES). Attendance tracking is done via the SDCCD MIS system, Campus Solutions. SDCCE programs generate apportionment through Noncredit FTES; therefore, attendance is accounted for according to CCCC attendance reporting guidance. Lastly, data is uploaded from MIS every month into TOPSpro using guidelines from CASAS as part of data exchange specifications. With the Covid pandemic, new guidance has been issued and approved by the CCCC for Distance Education noncredit census attendance.

Although COVID Pandemic created challenges with remote testing, SDCCE conducts assessments as a core component of the student onboarding process, and EFL gains are tracked for AEFLA programs. The intent is for CASAS Pre-Assessments to occur by the second week of a course's start and after the student has taken the self-reported Appraisal assessment.

CASAS post-assessments are conducted as part of instructional programming, typically at the end of an instructional course module or if a student is ready to exit the program. ESL course modules are typically 70-100 hours long, and ABE/ASE modules are between 100-130 hours long.

- C. Describe how the agency's staff is assigned with clear responsibilities for data collection, data entry, attestation, and correcting errors and resolving issues. (200 word maximum) 16 points (0, 4, 8, 12, 16)

ESL Placement Offices are managed by faculty with partial release time to serve as Assistant Program Chairs with a team of Instructional Assistants and Project Assistants. ABE/ASE utilizes Student Services staff to proctor placement assessments that counselors use to place students in appropriate courses.

A WIOA Faculty Coordinator, an ESL faculty with majority release time, provides oversight and adherence to AEFLA requirements, including assessment scheduling, proctor training, data review and attestation, and oversight of various annual plans: PD, Technology, Assessment, and IET.

ABE/ASE programs have a CASAS Faculty Coordinator with partial release time for assessment and data review oversight. In addition, a full-time Student Service Assistant serves as the TOPSpro Database Administrator for AEFLA, and a part-time Student Services Technician is responsible for TOPSpro data.

Instructional faculty and assistants are responsible for day-to-day classroom interface with students, intake entry, updating data, and proctoring.

The Dean of Counseling is responsible for student orientation oversight. Moreover, a partially assigned Special Projects Manager provides liaison support for AEFLA programming and maintains the interface between instructional activities, student services, and cross-departmental data analysis to ensure access to data regarding AEFLA outcomes and measures obtained from AEFLA, CAEP, CTE, DSPS, and Student Services.

- D. Describe how data are used for program management and program improvement, such as evaluating learning gains and student goal achievement. (350 word maximum) 16 points (0, 4, 8, 12, 16)

SDCCE created an Office of Planning Research and Institutional Effectiveness (PRIE) in 2018 to guide research and integrated planning activities at SDCCE and support increased data-based decision-making at the program and institutional levels. PRIE has invested resources in systems designed to centralize the storage, tracking, and assessment of accreditation and institutional goal progress, student learner outcomes, instructional program review, program strategic planning, and resource allocation processes.

Regular and ad hoc reports are produced to support programs, including: Student Co-Enrollment and Persistence Study; Student Co-Enrollment Reports track ESL/ABE/ASE student co-enrollment with career technical education (CTE) courses each term; Noncredit to Credit Student Transition Studies, which track noncredit student placement and ESL/ABE/ASE student transition to our college credit programs annually; and Award Report details ESL and ABE/ASE awards annually. Program Review data and Online Data Dashboards produced annually provide student headcount, demographics, productivity, and awards conferred by program.

Each month CASAS data is examined by AEFLA programs. In addition, each fall program data is used to inform faculty and staff of trends, outcomes, and needs while developing departmental Program Reviews. At a program level, program chairs meet with deans to review program data, trends, and how this can be used to inform program improvement. PRIE offers data workshops, program review jigsaw activities, and strategic planning SWOT activities throughout the fall to increase faculty analysis of data and translation to program strategy building and planning.

Many newly launched projects are assisting SDCCE in using data better. For example, last year, SDCCE partnered with an outside agency, Civilian, to conduct a market research report by campus using geographic, demographic, behavioral, and psychographic data. SDCCE has also invested in Burning Glass in order to provide additional program and labor insights for pathway development.

Finally, student surveys are conducted by the ESL program that identifies needs in specific occupational areas. Recently, Intermediate/ Advanced ESL classes were surveyed to identify career interests. The results of surveys for intermediate and advanced ESL students have guided the VESL Cluster curriculum development and revisions to provide relevant career pathway training.

12. Integrated English Literacy and Civics Education

The state will consider:

"Whether the local areas in which the eligible providers are located have a demonstrated need for additional English language acquisition programs and civics education programs."

Public Law 113–128, WIOA Section 231(e)(13)

- A. Identify and describe a minimum of one career training program and career pathway offered to ELLs. Include potential industry-recognized credentials available to participants upon completion of the program. (500 word maximum) 12 points (0, 3, 6, 9, 12)

SDCCE is one of the largest noncredit community colleges in the state and has the largest number of noncredit CTE programs. These programs serve to support students with identifying career pathways, not only for ELL students enrolled in ESL programming but also for ABE/ASE students and adult learners with disabilities with co-enrollment in industry occupational skills training. For IELCE programming, this specifically has focused efforts to connect the offerings of ESL courses with CTE courses which lead to measurable skills gains through recognized post-secondary credentials through occupational skills gains.

There are close to 70 CTE certificates offered at SDCCE in nine career pathways including: Automotive; Business and Accounting; Child Development; Clothing and Textiles; Digital Media and Programming; Healthcare; Hospitality and Culinary Arts; Information Technology; and Skilled and Technical Trades. All SDCCE CTE courses are recognized by the CCCCO as Career Development College Preparation (CDCP) "Short-Term Vocational Certificate " programs. Additionally, many CTE courses offered assistance with the preparation and attainment of specific industry-recognized certifications.

The IELCE Plan highlights six CTE career pathways, while other career fields are supported through generalized pre-vocational English language development. ELL students enrolled in VESL courses lead to co-enrollment in CTE occupational skills training courses. The IELCE plan focus areas include the following six industry-recognized pathway certificates: 1) Personal Care Assistant/Caregiver/CNA, 2) Family Home Day Care/Childcare Provider, 3) Business Information Worker, 4) Business Planning/Growth & Project Management, 5) Clothing Construction, and 6) Food Preparation for Healthcare Professionals/Professional Bakeshop. Additionally, the ESL program offers an Advanced level VESL "cluster" course.

In terms of recent successes and data analysis, as of Fall 2022, the highest number of IET co-enrollments occurred in these top 4 CTE Pathway areas: 1) Business and Accounting, 2) Child Development, 3) Digital Media and Programming, and 4) Healthcare.

Students typically start in a core ESL course or VESL course where they develop occupationally oriented language skills and are assessed in 243 COAAPs. Enrollment in VESL courses provides direct pathways to co-enrollment in CTE courses. Various certificates are offered in a single pathway. For example, Business Information Technology (BIT) offers three certificates based on the CCCCO-approved Business Information Worker (BIW) certificate.

In addition to providing short-term vocational CTE certificates, students are also prepared for and supported to gain the following industry-recognized credentials: State Certified Nursing Assistant (CNA); Family Home Day Care and Childcare Licensing; Microsoft Office; ServSafe/Food Handlers; CompTIA A+: CompTIA Network+; I-CAR (Inter-Industry Conference on Auto Collision Repair); State Smog Inspector license; Automotive Service Excellence (ASE) Automotive Technician; OSHA-10; and Cisco Certified Network Associate (CCNA). Some of these industry-recognized certificates can be tested and proctored on campus at SDCCE, and others require students to set up credential testing at offsite approved testing centers.

SDCCE maintains District approved "credit by exam" articulation agreements with credit colleges for multiple noncredit CTE programs with City College, Mesa College, and Miramar College. This allows students to continue their career pathway training in a credit setting with free credits earned at noncredit SDCCE.

- B. Describe how ELLs will engage in the three IET components (literacy education, workforce preparation, and workforce training) and how these components will occur simultaneously and function cooperatively. (500 word maximum) 16 points (0, 4, 8, 12, 16)

The following are details on how the three components of IET are provided to ELL students as a component of the IELCE programming.

First, Basic Literacy Education is conducted through enrollment in any of the core ESL courses based on student ESL level determined by CASAS e-testing and other forms of assessment. These ESL levels vary based on a student's educational and career trajectory and need for English Language Acquisition. In addition to ESL skill level, students' increase in functioning level and the identification of other additional learning needs students may be seeking are considered. This includes the need for specialty classes such as conversation and pronunciation. As students advance to higher educational functioning levels (EFLs), they can enter VESL courses at their corresponding level. For the various career pathways, ELL students will engage in instruction that allows them to learn and demonstrate basic knowledge of English vocabulary related to an occupational career pathway. This instruction may include career pathway technology and equipment knowledge and keyboarding principles, often via visual and verbal identification of equipment, terminology, and other basic English language literacy and foundational skills.

Second, workforce preparation is provided in various forms to accommodate students' different needs and skill levels. In addition to the extensive VESL curriculum, this component typically includes instruction and demonstration of EL Civics 243 COAAP curriculums taught as part of both ESL and VESL courses. Burlington career modules are also utilized amongst other instructional tools and classroom activities. Since the pandemic, most of our VESL courses have been offered online or using a hybrid format. Online VESL courses are designed for beginning low to advanced-level students. At each level of instruction, students can enroll in a 9-week Prevocational ESL Career Exploration/Job Search course and/or a 9-week Prevocational ESL Workplace Communication course with an emphasis on developing oral and written communication skills for the workplace. As explained above, the workforce training and occupational skills component of IELCE is provided through co-enrollment in SDCCE CTE certificate courses. There is a new partnership with a community-based provider called Make Project, where SDCCE, for the first time, will work to provide IET Workforce/Occupational Skills training through a partner relationship.

In terms of recent success numbers, from Spring 2022 through Fall 2022, 515 ESL students and 97 ABE/ASE students were co-enrolled in CTE courses.

- C. Describe how the IELCE program will provide services designed to integrate and enroll participants into the local workforce development system, career education training programs, and possible internships. (500 word maximum) 12 points (0, 3, 6, 9, 12)

In 2022, the San Diego Workforce Partnership (SDWP), the region's LWDB, changed the structure for the AJCC, and now, SDWP operates all Career Center Services for AJCC in San Diego County. SDCCE will continue to strengthen the partnership with SDWP and the AJCC by furthering the integration and enrollment opportunities of IELCE participants. Conversations on this integration continue to be held. For example, SDCCE ESL and CAEP representatives have met with the SDWP to discuss ways for a better "warm referrals" process. Issues related to FERPA for SDCCE and data sharing still need to be addressed along with technical methods for referrals in addition to direct relationships between personnel at both systems. One new opportunity supported by a new CalJobs module that assists with the integration of services and better defines the referral process is for SDCCE to be listed as an adult education and occupational training provider in the newly created "Partner Referral" module in CALJOBS.

Integrating with the SDWP and building more system collaboration has also been through the SDCCE Outreach Team efforts. Currently, the SDCCE outreach coordinator presents regularly at AJCC customer orientations at the Metro Region AJCC. Additionally, SDCCE outreach student ambassadors table at AJCC events and resource fairs, and SDCCE instructional program representatives participate in quarterly Metro Partner Meetings.

SDCCE and the SDWP also jointly participate in some of the same regional collaborative leadership efforts and planning meetings where better collaboration is a frequent topic.

Soon professional development opportunities through a presentation from the ESL dean, AJCC manager, and career advisors to ensure they are knowledgeable about and able to share information on the free ESL, including the schedule of orientations and details on registration processes.

SDCCE hopes that, as part of IELCE, students will be able to access job placements and other services through the AJCC. In turn, and in reciprocation for a mutually beneficial partnership, many opportunities for AJCC customers to access free ASE/ABE, ESL, and CTE courses as part of the AJCC customer referral process will be established.

There are many more opportunities for collaborative efforts to partner on business engagement efforts between SDCCE and the AJCC for job placement opportunities for IELCE/IET students.

- D. Explain how the IELCE program will prepare ELLs to transition into unsubsidized employment in occupations that lead to economic self-sufficiency. (500 word maximum) 12 points (0, 3, 6, 9, 12)

Current efforts for employment placement services have started this year at SDCCE through the formation of a Career and College Transition (CCT) Team as part of Student Services. This team includes a number of job developers focusing on CTE and general student job placement needs. The new team has worked to develop a job development and employer engagement communication plan in addition to defining referral processes among job developers, counselors, and instructors. The team has also developed a list of services offered to businesses and has worked with instructional programs to strategize which businesses are the highest priority.

Some examples of the CCT Team's current efforts include offering onsite and offsite career fair events with community-based partner organizations. ESL IET students, ESL faculty, and all other SDCCE students are informed of and invited to these CCT hiring events. Further, the CCT Team conducts presentations and job placement preparation interactions in IELCE VESL courses, such as for IET pathway students in healthcare careers. Additionally, the CCT Team offers workshops for resume and social skills. Finally, the CCT Team has also recognized a need to promote job fairs and employment opportunities that would be considered "necessity jobs" for current students in need of subsistence income. This need has been especially evident for current HSD students and others facing financial hardship.

The institution has recently engaged in a Work Based Learning (WBL) Project with the goals of integrating WBL coordination within the context of guided pathways; establishing a baseline of institutional information for WBL activities across instructional programs; providing faculty with PD opportunities; determining feasibility for a faculty externship program; and providing assistance to faculty in enhancing collaborative industry projects, simulated workplace experiences, and other industry assisted classroom experiences.

The R2S Student Services programming continues to support job placement for students through CalWORKs. These are typically for ESL and HSE students receiving public cash assistance through the County. There is a CalWORKs-assigned job development specialist who connects students with internal and external employers with a goal of paid internships and apprenticeship opportunities leading to employment prior to students timing out of CalWORKs or TANF. Furthermore, career readiness workshops, skill building, and job search assistance are accessible to all CalWORKs students.

CalWORKS has the added ability to support paid work-study opportunities, similar to internship experiences. These work-study employment opportunities are for up to two years in a student's career field of interest, study, and background. CalWORKs work-study opportunities include those who may be foreign-born students with degrees of study attained in their country of origin. These positions help students to acquire work experience in a chosen pathway when they may have none.

Federal Funding Accountability and Transparency Act Sub-award Reporting Compliance Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the California Department of Education (CDE) to receive funding. Recipients are required to register and maintain their Data Universal Numbering System (DUNS) in the System for Award Management (SAM) at <http://www.sam.gov>. **This form must be returned with the application package.** Per 2 CFR Part 25.205, failure to comply may result in the CDE determining that the applicant is not qualified to receive an award or may result in delayed payments.

Please read before completing this form.

If you are an educational agency that certifies thru the OPUS-CDE web application complete item 1 and sign the form. All other entities must complete all items below as it appears in your System for Award Management (SAM.gov) profile.

1. Name of entity receiving award _____

2. Physical address associated with this DUNS number (city, state, zip + 4 required)

Address: _____

City: _____ State: _____ Zip: _____

3. Dun & Bradstreet (D&B) DUNS Number _____

4. Total compensation and names of top five executives *if*:

a. This business or organization receive 80% or more of its annual gross revenues from the U.S. Federal government **and** those revenues are \$25M or greater in annual gross revenues?

Yes _____ No _____ If yes, proceed to question b.

b. Does the public have access to compensation information filed under section 13(a) or 15(d) of the Securities Exchange Commission (SEC) and IRS requirements?

Yes _____ No _____ If no, complete the table below.

	Name	Compensation Total
1.		
2.		
3.		
4.		
5.		

I certify that the above information is true and accurate.

 Authorized official signature & Date

 Authorized official printed name

 Title