

San Diego Adult Education Regional Consortium (SDAERC)

Agenda

Date: May 21, 2020

Time: 3:00-4:30

Location: Online Zoom

Teleconference Access: <https://cccconfer.zoom.us/j/820694618> or 1 669 900 6833 Meeting ID: 820 694 618

Agenda Item	Lead/Presenter
1. Call to Order	All
2. Adoption of Agenda & Selection of Chair	All
3. Public Comment	
4. Consent Items: Approval of Minutes: March 19, 2020	All
5. Action Items:	
a. Revised PY 20/21 Allocation CFAD	Kelly Henwood, SDCE
b. Annual Calendar for PY 20/21	
6. Discussion Items:	
a. SDCE Counselor Contact List by Program	Lola Gaona, Academic Counselor, SDCE
b. Annual Plan and Budget PY 20/21 Process & Priorities	Kelly Henwood/All
c. College and Career Readiness: Support for SDUSD AE Students with SDCE Application Process	Nate Sachdeva, Adult Education Lead, SDUSD
d. Update SWP K-12 Pathways Coordinator	Sarah Vielma, CTTE/AE Director, SDUSD
e. High School Diploma: Distance Education Lessons Learned & Sharing Best Practices	All
f. Professional Development Updates	Laurie Cozzolino, SDCE PD Coordinator
g. Summer Bridge "Career Launch" Academy Planning	Lorie Howell, Dean SDCE, Diana Vera-Alba, CAEP Faculty Coordinator/ESL Instructor, SDCE
7. Presentation Items: None	
8. Information Items	
a. Standing Student Services Update	Esther Matthew, Dean of Counseling, SDCE
b. Super Region Update	Diana Vera Alba, SDCE
c. Upcoming Due Dates	Kelly Henwood, SDCE
Adjournment: Next Meeting, July	
SDAERC Indicators of Success	
<ul style="list-style-type: none"> ▪ Increase referrals ▪ Increase enrollments ▪ Increase retention ▪ Increase student supports ▪ Increase completions ▪ Increase transitions ▪ Incorporation of Pathways pillars ▪ Incorporation of LMI ▪ Increase placements ▪ Increase recognition and awareness ▪ Improve accessibility 	<ul style="list-style-type: none"> ▪ Increase relationships and partnerships ▪ Creation of a research agenda ▪ Overcome data reporting challenges ▪ Leveraging resources ▪ Shared Professional Development ▪ Increase knowledge about CAEP priorities ▪ Increase use of effective practices ▪ Increased use of technology ▪ Continued capacity for reporting and accountability ▪ Continued capacity for management, communications, and governance

For more information about the SDAERC and CAEP: Visit our local websites: [SDCE SDAERC](#) and [SDUSD SDAERC](#)

Or the State CAEP website: www.caladulthood.org

SDAERC Minutes March 19, 2020

Item	
<p>1. Call to Order</p>	<p>Call to order at 3:00pm</p> <p>Members present:</p> <ol style="list-style-type: none"> 1. Lorie Crosby Howell, SDCE 2. Michelle Fischthal, SDCE 3. Leah Gualtieri, SDCE 4. Megan Johnson, SDUSD 5. Esther Matthew, SDCE 6. Clint McVay, SDUSD 7. Mike Reynolds, SDUSD 8. Sarah Vielma, SDUSD <p>Guests:</p> <ol style="list-style-type: none"> 9. Alex Berry, SDCE 10. Lola Gaona, SDCE 11. Valerie Hardie- City of San Diego Library 12. Kelly Henwood, SDCE 13. Andrei Lucas, SDCE 14. Audreanna Murphy, SDUSD 15. Maureen Rubalcaba, SDCE 16. Nate Sachdeva, SDUSD 17. Cassandra Storey, SDCE 18. Diana Vera-Alba, SDCE 19. Carol Wilkinson, SDCE 20. Ron Flores, SDCE
<p>2. Adoption of Agenda & Selection of Meeting Chair and Co-Chair</p>	<p>Adoption of Agenda. agenda is approved with no edits.</p> <p>Michelle Fischthal, SDCE Chaired the meeting.</p>
<p>3. Public Comments</p>	<p>No public comments</p>
<p>4. Consent Items</p> <p>a. Approval of Minutes: January 23,2020</p>	<p>Approval of Minutes from 1/23/20</p> <p>M: Clint McVay 2nd: Nate Sachdeva Discussion: None Abstentions: None All in favor</p>
<p>5. Action Items:</p> <p>a. Certification of Fiscal Declaration (CFAD) PY 20/21</p> <p>b. Q2 Expenditure Certification</p>	<p>Certification of Fiscal Declaration (CFAD) PY 20/21- Kelly Henwood, CAEP Consortium Lead, Special Projects Manager</p> <p>CFAD is the consortium approval of annual funding allocation from the state. This is required each year by all consortiums</p>

- c. Site Improvement: SDCE Child Development Chavez
- d. Site Improvement: SDCE Miramar

State deadlines have not changed. The CFAD shows what our membership breakout is for our allocation formula. 25% of funds go to San Diego Unified and 75% go to Continuing Education. Full allocation to the Consortium is \$4,89,753 Million; this includes a \$109,000 COLA. Due certified in NOVA system by May 2nd, 2020.

Deficit noted in NOVA system due to money taken back from the state that was not corrected in the reporting system. An email from the state was included to explain the adjustment. Certifying officials in NOVA for San Diego Unified are Mike and Sarah. Certifying officials for Continuing Education are Michelle and Kelly.

M: Michelle Fischthal
2nd: Clint McVay
Discussion: None
Abstentions: None
All in favor

Q2 Expenditure Certification- Kelly Henwood

Already submitted by both agencies; language added on the corrective action plan and summary of activities for CEO. Both agencies are below target. Expenditure report includes the 18-19 and 19-20 allocations. Due to be certified in NOVA by March 31. We may want to consider how money is spent in each quarter so we can reflect projections correctly in NOVA. Concern around advocacy efforts in Adult Ed Community to limit carry over amount year to year were discussed.

M: Lorie Crosby Howell
2nd: Esther Matthew
Discussion: None
Abstentions: None
All in favor

Site Improvement: SDCE Child Development Chavez- Carol Wilkinson, Child Development CE Mesa, SDCE

Provided background on the approval request of a windscreen or barrier that goes on top of the balcony at the Chavez campus for the CTE Child Development Program. This will prevent students from needing to go to another campus to complete final courses for their certificate.

M: Esther Matthew
2nd: Lorie Crosby Howell
Discussion: None
Abstentions: None

	<p>All in favor</p> <p>Site Improvement: SDCE Miramar- Carol Wilkinson</p> <p>Provided background on the approval request to build a lab school at the Miramar campus. The current location used is challenging because of where the restroom area is located which causes children coming from one classroom to another to be disruptive to instruction. A new lab will help increase the enrollment.</p> <p>M: Esther Matthew 2nd: Lorie Crosby Howell Discussion: None Abstentions: None All in favor</p>
<p>6. Discussion Items:</p> <ul style="list-style-type: none"> a. Introduce Nate Sachdeva SDUSD Adult Education Lead b. Annual Plan PY 20/21 c. SDCE Counselor Contact List by Program d. SDCE Immigrant Support Pilot and Faculty Coordinator Sheyla Castillo 	<p>Introduce Nate Sachdeva SDUSD Adult Education Lead- Sarah Vielma, CCTE/AE Director, SDUSD</p> <p>Discussion: Nate is the new program manager overseeing adult education. He has experience with strategic partnerships. Action: None</p> <p>Annual Plan PY 20/21- Kelly Henwood</p> <p>Discussion: Completed annually. Discussion of activities and strategies to note in the strategic plan occurred. This includes ad hoc coordination of work meetings and use of CAEP resources. Plan is due on August 15 in NOVA. No guidance from the state has been provided yet. Action: None</p> <p>SDCE Counselor Contact List by Program- Lola Gaona, CAEP Faculty Coordinator/Counselor, SDCE</p> <p>Discussion: Corrections to make were discussed. May want to have two versions while we are working off campus, one with phone numbers and one without. Note symbols included on key at the bottom to indicate open entry courses. Will work with Ranessa's Office to finalize and post on the web. Information to be shared digitally to instructors and students. Action: None</p> <p>SDCE Immigrant Support Pilot and Faculty Coordinator Sheyla Castillo- Maureen Rubalcaba, Dean of Student Equity, SDCE</p>

	<p>Discussion: Shared about a new pilot program launched on February 3 being initiated through student equity that will focus on transition at all different levels (i.e. HS GED to CE to Credit). Currently has 52 student members. Also has support from 19 volunteer staff and faculty who serve on a subcommittee to start working on projects and promote the mission of the program. Mission is to create a collaborative community to support immigrant students.</p> <p>Action: None</p>
<p>7. Presentation Item(s):</p> <p>a. READ/San Diego, Adult and Family Literacy Services City Public Library</p>	<p>Presentation provided by Valerie Hardie from the City of San Diego Library.</p> <p>The READ program is one of over 100 literacy programs throughout the state of California charged with recruiting volunteers who in turn will work with low literate English speaking adults on basic reading and writing skills. Started in 1985 and came online in 1988. Current challenge, due to COVID-19, is the delivery of services. All public library branches have closed in conjunction with all school closures.</p> <p>The program includes training of about 250 volunteer tutors who meet at all 35 branch libraries throughout the city. Also, serve between 350-400 adult learners who are reading twice a week in branches in partnership neighborhood sites working on reading, writing, GED math, etc. Forms of communication include emails, phone calls, and video conferencing.</p> <p>Next steps: To discuss opportunities in forming a partnership with the READ program to include tutoring services for populations within both SDUSD and Continuing Education.</p>
<p>8. Informational Items:</p> <p>a. Standing Student Services & Covid-19 Update</p> <p>b. Super Region Update</p> <p>c. Upcoming Due Dates</p>	<p>Standing Student Services & Covid-19 Update- Esther Matthew, Dean of Counseling, SDCE</p> <ul style="list-style-type: none"> – Implementing and developing a plan to serve new students, current students and support to instructors remotely. This includes securing computers, cameras, phones and all technological skills that can support remote operations. – Developing a FERPA protocol for remote counseling. – Current challenges include: transcript and diploma requests. Will need to determine how to support remotely.

	<p>Super Region Update- Diana Vera Alba, CAEP Faculty Coordinator/ESL Instructor, SDCE</p> <ul style="list-style-type: none"> – Attended a super region meeting on March 10. – Concern about consortium dollars beyond 15% be returned back to the state to be distributed to other regions was mentioned. – CAEP funding and planning can be affected based on when we receive the funds from the state. – Consortium members were asked to read the carry over draft proposal and give recommendations. <p>Upcoming Due Dates- Kelly Henwood</p> <ul style="list-style-type: none"> – TOPS Pro data due for Q3 by end of April. – Q3 expense report due by June 1. – Annual plan due on August 15. – Budget plans due September 30.
9. Roundtable	
Adjournment <i>Next Meeting: May 21st</i>	Adjourn 5pm



Proposed SDAERC Annual Meeting Calendar PY 20/21

Action & Discussion: According to the SDAERC Governance Charter, the SDAERC shall adopt an annual meeting calendar.

Meetings are proposed to continue to take place bi-monthly meetings, every other month, for a total of 6 regular meetings a year on the third Thursdays from 3:00 – 4:30.

SDAERC shall discuss if this is an adequate amount of regular meetings with the option of adding special meetings as needed. Location of the meetings will also be discussed.

Proposed PY 20/21 Meeting Calendar:

- Thursday, July 16th, 2020
- Thursday, September 17th, 2020
- Thursday, November 19th, 2020
- Thursday, January 21st, 2020
- Thursday, March 18th, 2020
- Thursday, May 20th, 2020

Location*:

Consortium meetings shall take place in accordance with the Public Meetings Act as described by the [State CAEP Office](#) to comply with legislative requirements of AB 104. and shall be accessible online format in addition to in-person, face-to-face meetings when permitted by both member agency institutions.

Face-to-face meeting locations shall revolve between SDCE Educational Cultural Complex (ECC) in the Professional Development Conference Room at SDCE Administrative Headquarters on 4343 Ocean View Blvd., San Diego, CA 92113 and an SDUSD site to be determined.

**unless otherwise noticed*

Remote Access: As allowed by bylaws, all meeting will be accessible via teleconference to be announced in advance.

Special Meetings: SDAERC shall hold regular meetings with the option of adding Special Meetings as needed. Special Meetings may be planned as requested by the SDAERC, including meetings needed to accomplish tasks and deadlines as determined by the State CAEP Office.



To: Adult Education Consortium Directors, Leads, Co-Chairs, Members, and Fiscal Representatives

From: The California Adult Education Program (CAEP) Office

Subject: CAEP Revised Consortium Allocations for 2020-21

This memorandum is to advise local recipients and fiscal agents of the revised 2020-21 CAEP allocation amounts. A copy of the revised CAEP allocations are posted on the [CAEP website](#). Later this week, the 2020-21 revised CAEP allocations will be posted in NOVA. Consortium members have until June 30, 2020 to submit and certify their revised CFAD in NOVA. The State CAEP Office and the Technical Assistance Program (TAP) have scheduled a Revised CFAD webinar for Friday, May 22, 2020 from 1 p.m. to 2:30 p.m. to review the revised allocation amounts, walk members through the NOVA process steps, and answer any questions. To register for this upcoming webinar, [click here](#). For those that cannot attend, this webinar will be archived and posted on the CAEP website, by the end of the day on May 22nd.

May Revise

Last week, the Governor announced the May Revise for the 2020-21 budget that saw a 12.105% reduction to the Governor's proposed 2020-21 CAEP allocation. The original proposed CAEP allocation for 2020-21 was \$550,897,000. The 12.105% reduction is a \$66,689,000 cut to that amount. The new 2020-21 CAEP allocation is now \$484,208,000. Please see the attached chart for the revised allocation amounts by consortium.

Using Education Code 84914 for the reduction

Keep in mind that Education Code 84914 (see below) guides the allocation process for all members. This education code governs the appropriate percentage allowed for members in good standing, and also allows for a reduced amount if members cannot or no longer wishes to follow the consortium approved CAEP annual plan (or if the member is ineffective in providing services identified in the CAEP annual plan). For more information, please see the recently released [CAEP Planning Memo](#).

EC84914 (2) For any year for which the chancellor and the Superintendent allocate an amount of funds to the consortium less than the amount allocated in the prior year, the amount of funds to be distributed to a member of that consortium shall not be reduced by a percentage greater than the percentage by which the total amount of funds allocated to the consortium decreased, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced further:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) The member has been ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.



CAEP Funds are Restricted Funds

CAEP funds were issued under AB104 legislation and are in ARTICLE 9. Adult Education Program [84900 - 84920] of the education code. CAEP funds are apportionment, they are not a grant, and at this time are not subject to flexibility. CAEP funds are restricted to the adults 18 years and older, can only be used in the seven program areas, and must have an approved regional consortium plan specific to K12 adult education and community college noncredit programs.

Processing the Revised CFAD in NOVA

Later this week, the CAEP State Office will post the reductions in NOVA based on the Governor's 12.105% cut to the CAEP allocation for 20-21. Each consortium will process the reduction as an allocation amendment in NOVA which requires a new allocation amount for each member, and certification in NOVA by all consortium members. As stated previously in this memo, revised CFAD certification by the consortium and its members is due by June 30, 2020.

Technical Assistance Contact Information

For questions related to the CAEP or fiscal information and/or technical assistance on professional development topics, please contact the CAEP Technical Assistance Project (TAP) by phone at 1- 888-827-2324 or by e-mail at tap@caladulthood.org.

Sincerely,

Carolyn Zachry, Ed.D
California Department of Education
Adult Education Program Office



Javier Romero
California Community Colleges Chancellor's Office
Adult Education Program Office



<div>SDAERC</div> <div>PY 20/21 (Year 6) Allocation Trends</div>								
Member Level	PY 15/16 Allocation	PY 16/17 Allocation	PY 17/18 Allocation	PY 18/19 Allocation	PY 19/20 Allocation*	PY 20/21 Allocation**	PY 20/21 Proposed Revised	Change + (-)
SDUSD	\$ 1,580,628	\$ 1,621,739	\$ 1,621,739	\$ 1,159,189	\$ 1,196,977.75	\$ 1,224,388.25	\$ 1,076,169.50	\$ (148,218.75)
SDCE	\$ 2,752,360	\$ 2,823,332	\$ 2,823,332	\$ 3,477,562	\$ 3,590,933.25	\$ 3,673,164.75	\$ 3,228,508.50	\$ (444,656.25)
Total Consortium Allocation	\$ 4,332,988	\$ 4,445,071	\$ 4,445,071	\$ 4,636,751	\$ 4,787,911	\$ 4,897,553	\$ 4,304,678	\$ (592,875.00)
CFAD Breakout∞								
SDUSD	25%							
SDCE	75%							

*represents a 3% COLA increase

**represents a 2.29% COLA increase

***represents a 12.105% reduction proposed 2020-21

∞approved by Consortium March 2018

2017-18 Reverted Funds:

\$0

2017-18 Status

Closed

Submitting Authority

Kelly Henwood, Special Projects Manager

Michelle Fischthal, Vice President of Instruction

San Diego CCD Q3 Report (1/1 - 3/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$167,936	\$331,723	50.63%	\$446,206	37.64%	\$278,270
2000 - Non-Instructional Salaries	\$1,030,941	\$1,358,053	75.91%	\$3,339,813	30.87%	\$2,308,872
3000 - Employee Benefits	\$538,254	\$582,542	92.4%	\$1,235,445	43.57%	\$697,191
4000 - Supplies and Materials	\$94,268	\$232,316	40.58%	\$351,010	26.86%	\$256,742
5000 - Other Operating Expenses and Services	\$273,708	\$458,241	59.73%	\$610,988	44.8%	\$337,280
6000 - Capital Outlay	\$205,182	\$68,735	298.51%	\$687,350	29.85%	\$482,168
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$107,756	\$149,948	71.86%	\$332,425	32.42%	\$224,669
Totals	\$2,418,045	\$3,181,558	76%	\$7,003,237	34.53%	\$4,585,192

Status

Unsubmitted

San Diego CCD Q4 Report (4/1 - 6/30)

San Diego Unified Q3 Report (1/1 - 3/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$627,159	\$565,584	110.89%	\$807,977	77.62%	\$180,818
2000 - Non-Instructional Salaries	\$185,410	\$195,796	94.7%	\$254,280	72.92%	\$68,870
3000 - Employee Benefits	\$314,359	\$375,467	83.72%	\$500,623	62.79%	\$186,264
4000 - Supplies and Materials	\$128,266	\$307,530	41.71%	\$683,401	18.77%	\$555,135
5000 - Other Operating Expenses and Services	\$26,245	\$27,000	97.2%	\$45,000	58.32%	\$18,755
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$34,342	\$34,269	100.21%	\$48,266	71.15%	\$13,924
Totals	\$1,315,781	\$1,505,646	87.39%	\$2,339,547	56.24%	\$1,023,766

Status
Unsubmitted

San Diego Unified Q4 Report (4/1 - 6/30)



Discussion Item: SDCE Counselor Contact List by Program

Background:

As part of the SDAERC Three Year Strategic Plan the following Goals and Activities were included: To fulfill this aspect of the Strategic Plan, SDCE has created a listing of Academic Counselor by SDCE Program and Campus. It can be found on website here:

<http://www.sdce.edu/services/counseling>

Strategic Plan

1. Goal: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions.
 - d. Develop and maintain shared and consistent career guidance that support learners in choosing, entering, and staying on a pathway within and across member agencies
 - i. Increase collaborative efforts to provide student centered career guidance and counseling supports between programs and member agencies

Key Indicators:

- ✓ Increased student transitions between SDUSD and SDCE
- ✓ Increased use of and incorporation of guided pathways approaches at key transition points
- ✓ Increased student understanding of their pathway and progress on pathway
- ✓ Increased student supports for transitions
- ✓ Increased placement in post-secondary education and employment

Questions for Discussion:

- ☐ What is the best way to disseminate this information to SDUSD AE Instructors and SDUSD Counselors?
- ☐ What additional supports and questions may still exist to support student transitions from SDUSD to SDCE?



Discussion/Action/Information Item:

Background:

Each year all statewide CAEP Consortiums must submit an Annual Plan that aligns with the [Three Year Strategic Plan](#)

Discussion:

The Year 6 (PY 20/21) Annual Plan is due on August 15th. In addition the annual budget & workplan is due on September 30th. The Annual Plan is a consortium plan and further discussion is need to clarify key accomplishments over the past year as well as the regional planning process for developing the annual plan.

Key Questions:

- ☐ Would the consortium like to provide feedback via a short consortium effectiveness and accomplishment survey?
- ☐ Would the Consortium like to convene summer workgroups remotely to discuss any new plan activities?
- ☐ What are the top needs that should be addressed?
- ☐ Within the new environment of online/distance education what are key needs?



Discussion Item: SWP K-12 Pathways Coordinator

Background:

Related to the SDAERC Three Year Strategic Plan Goal #1: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions.

In addition, as part of the Strong Workforce Program (SWP) K-12 the state has provided annual funding for two years to the SWP Region to hire 6 Pathway Coordinators. One (1) Coordinator will be hired by the SDUSD as the lead LEA to work with all four of the SDCCD Institutions.

See attachment: K12 SWP Pathway Coordinator Timeline and Scope of Work.

From: Leslie Wisdom [<mailto:Leslie.Wisdom@gcccd.edu>]

Sent: Tuesday, May 5, 2020 1:55 PM

Subject: K12 Pathway Coordinators prep - follow-up

Greetings,

Thank you again for taking the time to speak with Kim and I about your K12 pathways and partnerships in preparation for the hiring of [K12 Pathway Coordinators](#) in our region. We learned a lot from our conversation and look forward to collaborating with you, your K12 partners, and with this new position to improve the performance of the K14 CTE programs within your service area.

Once the position is hired and the individual has had an introduction to our region's resources, people and priorities, I will set up a meeting to develop shared goals, performance outcomes, and timelines that support the respective K12 LEAs and CCD needs. **To assist with these next steps please send us your campus' top 2-3 priorities for this work by May 20th.**

Questions for Discussion:

- ☐ What are the top priorities for SDCE to support Pathway transitions?
- ☐ What would be the ideal role for the Coordinator in working with SDCE?
- ☐ How can this work be balanced with the priorities of the other 3 institutions at SDCCD?
- ☐ Who would be the main points of contact for this work between our institutions?

K12 SWP Pathway Coordinator Timeline and SOW

The California Community Colleges Chancellor's Office (CCCCO), in partnership with the California Department of Education (CDE), is pleased to announce annual funding to implement a regional technical assistance structure to assist teachers and industry partners in implementing high-quality CTE programs. Education Code 88833 appropriates \$12,000,000 in annual career technical education funding to support the establishment of Career Technical Education Key Talent field positions to support both the CTE Incentive Grant Program and the K-12 component of the Strong Workforce Program with the positions of K14 Technical Assistance Providers and K12 Pathway Coordinators. Funding is inclusive of eight K14 Technical Assistance Providers (TAPs) (one per California Community College regional consortium) and 72 K12 Pathway Coordinators (K12 PCs) (one per California Community College district).

ROLLOUT AND IMPLEMENTATION TIMELINE FOR 2019-20 K12 PATHWAY COORDINATORS:

The proposed timeline for applications, selection, and on boarding and training of K12 Pathway Coordinators is as follows:

Table 1. Implementation timeline for K12 Pathway Coordinators.

DATE	ACTIVITY	RESPONSIBLE
November 1, 2019	Formal announcement of scope of work of K12 PCs available on line.	Chancellor's Office
November 2019	<p>Each Regional Consortia will manage a process to recruit and select hosts for each of the K12 Pathway Coordinators. Per agreement between CCCCCO and CDE, 11 LEAs that hosted CTEIG Technical Assistance Providers are preapproved to host K12 Pathway Coordinators and to transition the previous CTEIG TAPs into the K12 Pathway Coordinator positions. Note that host organizations are limited to those listed in <i>Education Code Section 88833(a)(2):</i></p> <p>(2) An individual associated with any of the following may apply to serve as a K-12 Workforce Pathway Coordinator, or any of the following may subcontract with an individual with expertise in K-12 education and workforce</p>	Regional Consortia

DATE	ACTIVITY	RESPONSIBLE
	<p>development to serve as a K–12 Workforce Pathway Coordinator:</p> <p>(A) School districts.</p> <p>(B) County offices of education.</p> <p>(C) Charter schools.</p> <p>(D) Regional occupational centers or programs operated by a joint powers authority or county office of education.</p>	
December 2019 to January 2020	Regional Consortia facilitate selected LEA hosts to contract with Rancho Santiago CCD, the fiscal agent responsible for sub-granting to host LEAs.	Statewide Fiscal Agent
December 2019 to February 2020	Selected LEA hosts recruit and select K12 Pathway Coordinators according to guidelines provided in this document and by Regional Consortia as part of their process for selecting host LEAs. LEAs notify Regional Consortia, Statewide Fiscal Agent, CCCCCO, and CDE of their selections.	Host LEAs
February - March 2020	Onboarding and Orientation for K12 PCs via a 2-day in-person training. Elements of this training will include scope of work, regional structure, programming and other knowledge to perform duties to support the program, and discuss outcome measures.	CCCCCO, CDE, K14 TAP, and Regional Consortia
Spring 2020	Continued onboarding and orientation for new K12 PCs. And ongoing reporting and convening of K12 PCs network and professional development as appropriate.	CCCCCO, CDE, K14 TAP, and Regional Consortia

REGIONAL DISTRIBUTION OF K12 PATHWAY COORDINATORS

72 REGIONAL DISTRIBUTION	JOINT	CTEIG
Bay	16	1
Central/Mother Lode	6	2
Inland Empire/Desert	8	1
LA/Orange	12	3
North/Far North	9	2
San Diego/Imperial	5	1
South Central Coast	5	1
Grand Total	61	11

The distribution of K12 Pathway Coordinators per legislation is 1 per community college district. The chart shows the regional distribution. To leverage past investments in technical support for CTEIG, selected LEAs will be pre-approved to transition CTEIG TAPs into the K12 Pathway Coordinator positions. The Regional Consortia will reach out to the pre-approved LEAs to confirm their willingness to transition the CTEIG TAPs into this new role.

KEY OBJECTIVES

The K12 Pathway Coordinator seeks to improve the performance of the K14 CTE programs within her/his service area as measured by the CTEIG, K-12 SWP Metrics and guided by the K14 Pathway Quality Rubric. This is done through: providing direct support to, and helping to link and align the program development efforts funded by CTEIG, K-12 SWP and Community College Strong Workforce Program investments in the service area; through drawing attention to and engagement with labor market and program performance information and the region's workforce development plan; and through coordination with other regional key talent including the K-14 TAP, Regional Directors for Employer Engagement, the Centers of Excellence, Guided Pathway Regional Coordinators, and the Regional Consortium.

The following are the minimum required objectives for this job; others may be added to meet project objectives.

1. Act as a point of contact for and work with high school and community college CTE programs, Regional Directors for Employer Engagement, the Centers of Excellence and other workforce development stakeholders to effectively and efficiently engage employers and industry representatives with the intent

of building and strengthening K14 pathways that respond to industry needs and facilitating industry connections with K–14 career technical education programs.

2. Provide technical assistance to inform the development and implementation of CTE curriculum. Support faculty collaboration to ensure sequential CTE courses align with regional post-secondary pathways.
3. Facilitate the use of data to identify existing pathways and gaps among K12 and community colleges and help make recommendations for furthering pathway development.
4. Inform and support the development and implementation of college and career exploration. Liaise with LEAs to ensure college and career exploration are embedded within CTE courses.
5. Support postsecondary transitions and completion. Encourage and facilitate the intersegmental work between LEAs and Community Colleges.
6. Provide technical assistance to inform the development of work-based learning opportunities.

REQUIRED ACTIVITIES

The following are the minimum required activities; others may be added to meet project objectives.

1. Engagement with the regional consortia
 - a. Regular engagements with Regional Consortia Chair, K14 TAP, Regional Directors for Employer Engagement and other Technical Assistance Professionals associated with the work to ensure consistent reporting and accountability.
 - b. Participation in the region's annual process for developing and revising its regional plan.
2. Partnerships with local education agencies
 - a. Support connection with feeder K12 administrators, counselors, and teachers.
 - b. Work with LEAs to increase knowledge and use of labor market data supplied by the CCCCCO Center of Excellence.
3. Data use
 - a. Facilitate the use of data to identify existing pathways and gaps among K12 feeder districts and help make recommendations for furthering pathway development.
 - b. Assist LEAs and community colleges with using Cal-PASS Plus to assess student's transitions from K12 to community college.
 - c. Identify and use indicators to self-assess.
 - d. Identify and use data to review K14 pathway development and implementation.
4. Dissemination of Model Pathways and Curriculum
 - a. Assist K12–community college network development by identifying, documenting, and disseminating examples of emerging, promising, and best practices for pathway development and pathway improvement initiatives.
 - b. Plan and implement training and professional development for local districts and schools.
5. College and career exploration
 - a. Participate in on/off-campus student outreach and recruitment activities related to K-14 career pathways, including pre-enrollment advising, application workshops, college presentations, campus tours, campus visit programs, outreach conferences, college fairs, and other support services.
6. Post-secondary transition and completion
 - a. Encourage high-quality implementation and expansion of early college credit.
 - b. Coordinate with local community college's Office of Outreach to support a comprehensive program of student outreach and recruitment services for prospective students from feeder K-12 school districts.

- c. Coordinate with Student Services in advising and support services designed to facilitate course registration for concurrently enrolled high school students; collaborate with instructional divisions to develop and coordinate course offerings at area high schools.
 - d. Develop and direct programs to inform K-12 students, teachers, counselors, parents, and the public about pathway opportunities available at partnering community colleges.
- 7. Work-based learning
 - a. Engage local support from industry and local workforce development agencies for implementation of CTEIG and K12 Strong Workforce Program to promote relevance and value of education pathways for students' career preparation.
 - b. Coordinate industry and workforce development outreach efforts with the K14 Technical Assistance Providers, California Community College Regional Directors and State Department of Education Industry Sector Leads.
 - c. Support implementation of career exploration curriculum, such as CalCRN and *Get Focused, Stay Focused*.
- 8. Coordinate with Statewide, regional and local development and distribution of student outreach publications and marketing communications to prospective students, school district personnel, and community members.
- 9. Perform other duties as assigned.

REQUIRED PERFORMANCE OUTCOMES

The K12 Pathway Coordinators are required to develop specific performance outcomes for 2020-21 and a work plan for achieving these in consultation with the CTE IG and K12 SWP grantees within their service area and under the guidance of the K-14 TAP. The work plan and outcomes are to be shared with the service area's CTE programs and the Regional Consortium.

K12 STRONG WORKFORCE METRICS

K12 SWP Metrics that measure K-12 student-level outcomes:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning*, or third-party certification*.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school. (Source: CALPADS & CCCCCO MIS)

**not currently in CALPADS*

K12 SWP Metrics that measure postsecondary student-level outcomes:

- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey level status.
- Transferred to a four-year institution after exiting CA Community College.
- Entered registered apprenticeship after participation in high school preapprenticeship program (currently exploring)

**Source: CCCCCO MIS, CSUs, UCs, National Student Clearing House, DAS, CDE*

K12 SWP Metrics that measure employment student-level outcomes:

- Employed in a job closely related to field of study after exiting CA Community College (Source: CCCCCO CTEOS)
- Median annual earnings of students after exiting CA Community College*
- Attained a living wage after exiting CA Community College*

**Source: EDD data*

The following K14 Pathway Quality Rubric (Table 2) shows examples of baseline expectations for pathway development, effective practices for targeting of activities, and leading indicators that support the objectives, activities, and most importantly the outcomes listed in this scope of work. The leading indicators are intended to be captured in expenditure and progress reports to the CCCCCO and CDE.

Table 2. K14 Pathway Quality Rubric Curriculum

Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes :
2 sequential CTE courses aligned with 1 or more regional post-secondary pathways	2-3 or more sequential CTE courses aligned with multiple regional post-secondary pathways	Number of K14 pathways	# of students who completed 2+ CTE courses in high school in the same program of study.
K12 faculty collaboration	Collaboration within and across K12 and post-secondary faculty	Number of faculty pathway collaboration meetings and activities	# of students who completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning*, or third-party certification*.
	1 or more contextualized academic courses;		# of students who entered registered apprenticeship after participation in high school pre apprenticeship program.
	CTE courses qualified A-G for UC/CSU eligibility		# of students who attained a CA Community College certificate/degree or journey level status.
	Includes completion of a postsecondary credential		
	Extended-day and summer pathway programming		
College and Career Exploration			
Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes:
College & Career Exploration within or outside a CTE Course	Dedicated College and Career Exploration Curriculum framework taught as a standalone course or as units deployed across series of courses	Number of LEA's adopting common CCE curriculum or dedicated coursework	N/A
Postsecondary Transition and Completion			
Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes:

Articulated or Credit by Exam Courses that offer High School student's college credit.	Dual Enrollment/other early college completion for career education and/or senior capstone course(s)	Number of articulated or Credit by Exam pathway courses offered	% (rate) of students who graduated high school. # of students who enrolled in a CA Community College within one year of leaving secondary school.
Participation in college visits, college fairs, or other college awareness activities	Development of long-term college and career plans linked to future college education planning	Number of Dual Enrollment pathway courses/other early college attainment	# of students who completed 9+ CTE units in first year of CA Community College. # of students who transferred to a four-year institution after exiting CA Community College.
Educational and career exploration planning prior to high school graduation	Matriculation support no later than 11 th grade (orientation, FAFSA, enrollment svcs, etc)		
Support for HS counselors to incorporate career goals and CTE pathways into college counseling	Access to college counseling & other support (ed planning, remediation, acceleration, bridge prog's)	Students receiving matriculation support or access to college counselors	

Work-Based Learning/Employment

Baseline	Effective Practice	Leading Indicators	K12 SWP Student Outcomes:
Pathway offers WBL activities that support career awareness and exploration – industry speakers, industry site visits, participation in career fairs, etc	Pathway offers a full continuum of WBL activities for all pathway students such as career awareness, exploration, and preparation including job shadowing, industry interviews, employer mentors, unpaid and paid internships	Number of students participating in any WBL Number of students participating in paid or unpaid internship	# of students who are employed in a job closely related to field of study after exiting CA Community College. Median annual earnings of students after exiting CA Community College. # of students who attained a living wage after exiting CA Community College.

ADDITIONAL INFORMATION

Additional information that may be useful to LEAs drafting the K12 Pathway Coordinator job description are provided below.

The K12 Pathway Coordinator will have knowledge of:

1. Career exploration and labor market information.
2. California K12 data collection systems and practices.
3. Personnel and budget management principles, procedures, and strategies.
4. Principles and methods of program planning, including program review and the development and evaluation of student learning, service area, or program learning outcomes.
5. Public relations, group presentations, and effective communication in a diverse environment.
6. Student advisement, public speaking, workshop development, and group facilitation principles and practices.
7. K12 and Community college Career Technical Education programs.
8. Principles and practices of project management.

The K12 Pathway Coordinator will have the ability to:

1. Conduct meetings, facilitate groups and workshops.
2. Develop and administer a comprehensive program work plan, budget, and outcomes.
3. Establish and maintain collaborative working relationships with industry, faculty, staff, students, and the public.
4. Be sensitive and committed to meeting the needs of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the student/community population.
5. Use computer software for word processing, spreadsheets, databases, presentations, and information sharing and communication.
6. Communicate clearly, concisely, and effectively both orally and in writing with industry, students, staff, faculty, outside agencies, and the public.
7. Travel to off-campus functions and transport presentation materials and equipment.
8. Organize and conduct special events in conjunction with other college departments and programs.
9. Attend instructional and student services meetings, as well as local, regional or State Career Pathway and Dual Enrollment meetings, as needed.
10. Represent K12 Strong Workforce Pathways at relevant state and federal conferences and industry events.

Education and experience

1. Bachelor's degree from an accredited college or university and three full years of full-time K-12 school district, county office of education, college, or university work experience in a lead position. Demonstrated sensitivity to and understanding of the diverse cultures of high school and community college students.

Desired experience

1. K-14 advising, career pathway and/or grant experience.
2. Experience working with special populations students.



Discussion/Action/Information Item: Summer Bridge Career Launch Academy Planning

Background:

As part of the SDAERC Three Year Strategic Plan goals, strategies and activities listed below, there has been a need to address bridge academies to support graduating or aging out SDUSD students to enter into the SDCE Adult Education environment to explore careers, enhance their basic skills in order to support a pathway to further education and employment.

SDCE has begun a process to plan these academic programs. And would like to share the planning process and engage in discussion about how to further the collaboration.

Strategic Plan

1. Goal: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions.
 - Strategy b. Create and expand curriculum and course offerings that provide clear pathways to employment and further educational pathways as well as reflect community need and labor market demand
 - i. Develop introductory courses as part of career pathways for students to explore different career opportunities
 - ii. Develop CTE pathway program continuum between member agencies
 - iii. Create short term “Bridge” transition courses

Potential Discussion Topics:

- ☐ What has SDUSD done in terms of Makers Space programming or industry partnerships that may fit with model?
- ☐ Does SDUSD have any career interest assessment information from graduating CTTE or AE students, in particular at High Schools with low fall college going rates?
- ☐ How might we continue part of the planning process in collaboration for the transitioning SDUSD students?

Draft Overview of “Career Launch” (Summer Bridge) SDCE Innovation Spaces

Overview of Model

- **Recruitment/Target Population:**
 - Initial launch for the Summer Bridge aspect of the model will include outreach and recruitment first targeting incoming SDUSD graduates, SDUSD AE students, SDUSD 5th year Seniors, and SDCE HSD students.
 - Secondary launch will include Makers courses workshops for general public
- **Summer Bridge: Week 1 : CCR INTP 501 course**
 - Can we make this a 1 week 40 hour model?
 - could we thread/introduce a maker's tactile aspect?
- **Summer Bridge Week 2: Introductory bridge makers exposure course**
 - Integrated VABE Careers in CTE
 - Based on a cluster pathway or a single pathway
 - Following elements of model of VESL cluster
 - Intro to concepts of design thinking
 - Develop a table “makers” activities – and equipment
 - Safety badges offered
- **Summer Bridge Week 3 through Week: More In Depth Makers Experience Innovation Space Workshop Courses**
 - Further badging and exploration of a team capstone project
 - development of this course and number of hours will meet CDCP requirements for “workforce preparation”

SDCE Innovation Spaces : Shirley Notes

- Confirm Location(s)
- Re-design the spaces for phased-in approaches
 - Phasing of Equipment determined on the confirmed curriculum
 - PHASE ONE
 - SolidWorks Certification
 - Introducing 3D Printing (Additive Digital Fabrication)
 - Introducing Laser Printing (Subtractive Digital Fabrication)
 - Includes laser cutting and printing
 - Includes vinyl cutting and printing
 - Branding
- Assemble an Industry Advisory Board for Digital Fabrication and Advanced Manufacturing
- Develop VABE/VESL Courses for
 - Math for Success in Digital Fabrication
 - Language for Success in Digital Fabrication
- Develop *Introduction to Digital Fabrication Program (Cert)*
 - Target Disciplines to Begin Program
 - Clothing and Textiles
 - Automotive
 - Entrepreneur Programs
 - Sewn Product Business
 - Small Business Planning
- Prepare LMI
 - Incorporate a through across multi-discipline study
- Develop Micro-Credentialing and Badge Issuing for the Maker Space
- Target Disciplines For Maker-Centered Learning Experiences/Workshops
 - Incorporated through CTE Intro Pathways courses
 - Academies
- Develop Maker Education Certificate Program
- Develop Revenue Generating Course for Solid Works Certification
 - A package plan has been priced for the software purchase

- Develop Community Education Workshops
 - Small Fee workshops to introduce the space and program pathways available
 - Develop Badge for the workshops
 - Family orientated
 - Special interest groups
 - Age limitations determined
 - ie scouting programs, camps, program associated with arts and entertainment, programs associated with museums,

Next Steps & Questions:

- Budget Nonclassroom time for curriculum development over the summer 20
- present to the program chair meeting and/or academic senate?
- multi-discipline Curriculum Design Teams that include CTE, Textile Arts, ABE, and others interested
- Explore content requirements for a certificate program so that it is CDCP FTES generating
-
- Develop Makers Experience conjointly that can include expanded student outreach not limited to students from Summer Bridge
 - multiple target populations
- Budget minimum equipment requirement for a launch of the Makers Experience
- Determine Campus to focus first one lab and then another
- Develop curriculum outlines
- Determine a timeline to for a multi discipline “project launch”
- Professional Development Aspects of development:
- Budget for Faculty Team members to take part in Stanford innovation programming – boot camp – Stanford design lab
 - attend in June
 - <https://dschool.stanford.edu/executive-education/dbootcamp>
 - <https://www.eventbrite.com/e/2020-virtual-life-design-studio-tickets-103947443602>
- Determine the role of Fellows – starting Spring 2021 could include:
 - FELI,
 - project management,
 - research,
 - developing a project outreach and marketing plan
 - conduct needs and interest assessments of populations that typically do not get exposed to Makers Concepts,
 - develop relationship and connections with other SD Design labs and spaces within Libraries, K-12, nonprofit and higher ed, etc. :
 -
- Other Internal Stakeholders: WBL – include Richard/Deb, VABE Coordinator, VESL Cluster Instructors
- Role of SDUSD and CAEP?

AEP Due Dates

<https://caladulthood.org/DueDates>

* Items with an asterisk are consortium deliverables

April 2020

- **Apr 30:** Student Data due in TOPSPro (Q3)

May 2020

- **May 2:** CFADs for 2020-21 due in NOVA

June 2020

- **Jun 1:** 18/19 and 19/20 Member Expense Report due in NOVA (Q3)
- **Jun 30:** 18/19 and 19/20 Member Expense Report certified by Consortia in NOVA (Q3)
- **Jun 30:** End of Q4

August 2020

- **Aug 1:** Student Data due in TOPSPro (Q4) FINAL
- **Aug 15:** Annual Plan for 2020-21 due in NOVA

September 2020

- **Sep 1:** 18/19 and 19/20 Member Expense Report due in NOVA (Q4)
- **Sep 1:** July 1, 2019 to June 30, 2020 expenses by program area due (estimates only) in NOVA
- **Sep 30:** 18/19 and 19/20 Member Expense Report certified by Consortia in NOVA (Q4)
- **Sep 30:** 20/21 Member Program Year Budget and Work Plan due in NOVA
- **Sep 30:** End of Q1

October 2020

- **Oct 30:** 20/21 Member Program Year Budget and Work Plan certified by Consortia in NOVA
- **Oct 31:** Student data due in TOPSPro (Q1)

December 2020

- **Dec 1:** July 1, 2019 to June 30, 2020 Instructional Hours and Expenses by Program Area due (actuals) in NOVA and certified by Consortium
- **Dec 1:** 18/19, 19/20, & 20/21 member expense report due in NOVA (Q1)
- **Dec 31:** 18/19, 19/20 & 20/21 Member Expense Report certified by Consortia in NOVA (Q1)
- **Dec 31:** End of Q2