

**SDAERC Strategic Plan Implementation Meeting**

**October 9, 2019**

**1:00-3:00**

**SDCE North City Campus**

**Room 115S**

Welcome & Introductions	10 min	All
Review Purpose of Meeting	5 min	Kelly
Review Strategic Plan Goals, Strategies and Activities (Handout)	15 min	Kelly/All
Review 9/19 SDAERC Meeting Notes (Handout)		
Review Human Center Design Work (Handout)		
<p>What are the needs and interests of each Member Agency?</p> <ul style="list-style-type: none"> <li>• What matters most?</li> <li>• What is currently in the works in our plan? And what stage is it in?</li> <li>• What is new?</li> </ul>	15 min	All break into small groups and report back
<p>What are our shared needs and interests for what we can do as a Consortium?</p> <ul style="list-style-type: none"> <li>• What matters most?</li> <li>• What is currently in the works in our plan? And what stage is it in?</li> <li>• What is new?</li> </ul>	15 min	All break into small groups and report back
<p>What are the relational aspects of our work together?</p> <ul style="list-style-type: none"> <li>• Where are there existing relationships between our agencies that are strong? Give examples. Who are the players?</li> <li>• Why are they strong? Qualities of the relationship?</li> </ul>	15 min	All
<p>Define the challenges?</p> <ul style="list-style-type: none"> <li>• What are the gaps and barriers to our shared work?</li> <li>• Who needs to be involved or get on board in order to address the challenge? Key players that have a stake in the challenge?</li> <li>• What might we need to understand about their perspectives about their gaps and barriers?</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Under what special requirements are they operating?</li> <li>• Is there history to take into consideration?</li> <li>• What is the biggest threat to their success?</li> </ul>	20 min	All

<ul style="list-style-type: none"> <li>• What makes them look good?</li> <li>• What are they most worried about?</li> <li>• Where is their most significant point of accountability?</li> <li>• What might make them cautious?</li> </ul>		
<p>What is the low hanging fruit? Things that we can accomplish quickly?</p> <ul style="list-style-type: none"> <li>• Who would need to be on board to support?</li> <li>• What would need to happen?</li> </ul>	15 min	All
<p>What do we need to bring back to the SDAERC in November?</p> <p>What else do we need to learn to move forward?</p>	10 min	All

# CAEP PY 19/20 Annual Plan Strategies/Activities Guided Pathways Integration Discussion

## 2019-2022 Three Year Plan Goals, Strategies and Activities

Through the SDAERC strategic planning process, the consortium has developed a set of primary overarching goals and strategies along with corresponding activities aligned with the Student Progress Framework that fulfill the core intent and integration of CAEP programming.

### **1. Goal: Create and Enhance Student Centered Transitional Pathways, within and between Member Agency Institutions.**

#### Strategies & Activities

- a. **Explore the development, utilization, and maintenance of an aligned set of common assessment processes, including but not limited to CASAS, to assess at program entry**
  - i. Institutionalize and standardize the use of CASAS as the primary skill assessment for ABE/ASE programming for the purpose of course level placement
  - ii. Institutionalize consistent skill assessment processes within member agency programming and between SDCE and SDUSD, as appropriate, to assist in the development of education plans and to support student progress and academic success
  - iii. Explore the development of universal career assessment and career exploration processes between SDCE and SDUSD for the development of career plans to support student interest and choice as part of guided pathway planning
  
- 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. Implement and align ABE and HSDP course content including distance education, online and hybrid content and course materials
  - ii. Develop introductory courses as part of career pathways for students to explore different career opportunities
  - iii. Increase CTE articulation agreements between member agencies as well as intra-district efforts for SDCE
  - iv. Develop CTE pathway program continuum between member agencies
  - v. Create short term “Bridge” transition courses
  - vi. Update curriculum standards to foster pre/post level advancement
  - vii. Implement IET models between ABE and ESL courses and CTE
  - viii. Establish additional courses and curriculum to increase occupational skills gains and workforce preparation
  - ix. Increase the number of new and updated course outlines and instructional materials (
  
- c. **Provide quality support services to promote student success by addressing needs and barriers to help students succeed and stay on their path**
  - i. Develop and begin implementation of practices that address student barriers by offering student supports and guidance

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- ii. Create opportunities so that students can engage in work-based learning both within the classroom and at offsite locations
  - iii. Expand locations and course offerings to be more accessible to the community as well as between shared student populations
  - iv. Explore, create and implement processes for coordinated student services guidance and advising between member agencies to support program enrollment, with emphasis on CTE programming
  - v. Collaboratively explore the possibilities for student centered processes to effectively incorporate career plans in the development of student education plans
  - vi. Explore the ability to offer support services focusing on the needs of shared and unique special populations for the purpose of supporting transition to further education with emphasis on CTE programming
  - vii. Offer programming and student support services that address the needs of students who experience disabilities including career planning and leveraging partnerships, including with the Department of Rehabilitation
- 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
  - ii. Host a minimum of one annual student service and counselor convening that is informed by SDAERC and involves cross member agency and instructional representation
  - iii. Create career exploration opportunities such as work based learning as well as activities for students that are portable from HS to CTE to CC to avoid duplicative efforts
  - iv. Collaborate to implement career exploration experiences and scale as feasible
  - v. Develop and sustain community partnerships to offer student engagement activities
- e. Develop and maintain processes, systems and communications to track placement into employment and further**
- i. Explore aligning career exploration and planning systems between member agencies
  - ii. Establish an employment tracking system and process
  - iii. Develop cross agency job placement services to promote workforce entry
  - iv. Further develop relationships with local employers to develop processes and events to support job placement opportunities for students in alignment with regional employer engagement approach

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### 2. **Goal: Create and Enhance Recruitment and Outreach Efforts, within and between Member Agency Institution**

#### **Strategies & Activities**

- a. Collaborate to develop and maintain student-centered common onboarding processes that increase access and align with learner needs**
  - i. Assess current and develop revised intake forms and scripts as appropriate with input from each member agency
  - ii. Utilize cross agency input in the creation of differentiated orientations by program area, as appropriate
  - iii. Assess the effectiveness of intake and on-boarding processes, iterate, and improve
  
- b. Conduct targeted student recruitment and outreach to serve student and community need for programming**
  - i. Target recruitment efforts on key target populations and neighborhoods of need including populations which represent shared customers by member agencies
  - ii. Utilize student “navigators” and ambassadors for pre-enrollment engagement with targeted populations
  - iii. Plan and offer tours with SDUSD Adult Education students, instructors and counselors to promote transition to CTE and credit colleges
  - iv. Incorporate the use of Labor Market Information in promoting programming and conducting outreach efforts,
  - v. Explore options and develop a tracking system to provide data on outreach efforts and outcomes including those conducted between member agencies
  - vi. Review data from outreach efforts and revise outreach efforts as necessary dependent on results of recruitment of targeted populations
  
- c. Continue to promote and increase awareness and access to CAEP programming and support service opportunities**
  - i. Conduct media campaigns, utilizing social media, advertisements, and other collateral materials, including joint materials as appropriate
  - ii. Create easy to understand information graphics
  - iii. Ensure adequate student centered signage in all campus locations
  - iv. Develop and update marketing collateral materials
  - v. Develop annual communications plan to encourage awareness and understanding of career pathway opportunities while allowing for results orientated tracking of efforts
  - i. Explore the alignment of SDCE and SDUSD digital presence including website platforms and linkages

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### 3. Goal: Improve and Enhance Data Driven Decision Making

#### Strategies & Activities

**a. Develop data sharing and collection infrastructure between member agencies Determine the feasibility for a data sharing agreement between member agencies in order to share student information for the purposes of recruitment, progress and completion data that adheres to FERPA**

- i. Utilize K-12 Clearinghouse data to identify targeted SDUSD Schools with low rates of college transition for the purposes outreach and student service transition guidance and counseling efforts
- ii. Develop a system and share data that tracks concurrent enrollment and waivers between member agencies
- iii. Utilize, share and integrate the use of data for efficient, accurate placement of students into programs and services within and between member institutions

**b. Identify and determine utilization of data elements to inform program effectiveness and institutional effectiveness**

- i. Utilize data obtained through student surveys or focus groups to inform approaches to increasing course retention and program completion
- ii. Explore strategic enrollment management initiatives to increase student accessibility to courses and programs and greater likelihood of completion
- iii. Determine the best methodology to utilize data for measuring improvement in literacy gains
- iv. Determine and utilize key data needed to measure and support an increase in HSE/HS Diploma outcomes
- v. Determine and utilize methodology to track transition of students between member agencies
- vi. Determine and utilize methodology and key indicators to measure and track outreach efforts and outcomes
- vii. Develop and conduct a survey of incoming students to track outreach, transition, ASE, ESL, and CTE courses

**c. Develop, improve, and adopt consortium wide best practices and documentation**

- i. Collaborate to test out and learn effectiveness of collaborative efforts related to student progress, completion and transition
- ii. Identify measurable data points that support career pathway progress then determine and utilize data methodology to track the data points
- iii. Profile students to determine key touch points for transitions and determine barriers effecting student success at entry, throughout pathway progress and at completion e.g. try to understand target populations' needs so improved services can be provided

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- iv. Conduct surveys and research which focuses on the needs of key target groups of adult learners and use data to answer the question of what would increase participation for special populations of students)
- v. Utilize and share Launchboard data to determine and document K-12 to CTE transitions
- vi. Review local data sources and student survey information to make data-driven decisions that identify and assist special populations and increase program recruitment and partnerships
- vii. Utilize Human Centered Design to collect student-centered data that informs the design of processes, methodologies, services, etc.

**d. Maintain the levels of staffing capacity to manage and plan institutional research activities including an institutional research agenda for data-based decision making**

- i. Assess and build the institutional research agenda
- ii. Support data-informed decision making across the institution through the provision of data and information that supports program review, enrollment management, student outcomes assessment, and planning
- iii. Build a culture of data literacy through data workshops and training, seeking to increase data-based decision-making across the institution and consortium
- iv. Facilitate institution-wide surveys that support institutional agendas, programs, and that facilitate student success and improvement
- v. Maintain and increase access to data and information via online reports, presentations, and interactive data dashboards

**e. Utilize Human Centered Design (HCD) as an approach to solving design challenges**

- i. Form, support and task the HCD Teams to understand, capture, propose and pilot holistic learner centered solutions to design issues
- ii. Participate in State sponsored HCD Professional Development opportunities
- iii. Utilize learning from first HCD to address findings around academic program structure, new processes for student intake and support, and learner progress tracking

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### 4. **Goal: Improve and Grow Consortium Collaboration and Professional Development to Support Goals and Integrate Programs**

#### **Strategies & Activities**

- a. Train on utilization of common assessments, placement systems, tracking systems, outreach strategies, marketing, website, program offerings & data collection (PD)**
  - ii. Host and sponsor member agency and consortium professional development efforts aligned to SDAERC strategies
  - iii. Ensure adequate offerings and equitable access to Professional Development between member agencies as well as across program areas and with cross function participation by faculty, staff and administrators
  - iv. Utilize cross-departmental and cross-organizational approaches to professional development that align to CAEP priorities
  
- b. Conduct professional develop to support instructional strategies related to the creation and expansion of guided pathways curriculum and course offerings that reflect community need and labor market demand including:**
  - i. Provide professional development to instructors to integrate equity and diversity into instructional programming
  - ii. Ensure cross member agency or institutional CTE Articulation agreements between SDCE and SDUSD that maintain functional alignment with coinciding articulation agreements with credit colleges that both SDUSD and SDCE have in place
  - iii. Create opportunities to share best practices and successes for ASE/HSDP online curriculum alignment
  - iv. Facilitate the increase in collaborative relationships between teachers/instructional faculty, counselors and administrators to create a continuum of guided career pathway engagement activities
  - v. Improve connections between student-facing services and classroom programming in planning discussions and goal setting
  - vi. Ensure intentional opportunities are provided to make use of the available data and plan for the usage of that data for programming



## CAEP PY 19/20 Annual Plan Strategies/Activities Guided Pathways Integration Discussion

### Adult Education Learner - Shared and Unique Populations

SDUSD Traditional High School Graduate Student (18+)	SDUSD Student who did not complete HSD ( 18+)	SDUSD Opportunity Youth 18-24 dropped out and/or are unemployed and not attending school	SDUSD ELL “aging out” (18+)	Adults without a HSD/HSE (20+ )	Adults who need English skills, citizenship	SDCE CTE Student	Undecided Adult Learner	AE Graduate
Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓	Transition ↓
SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ASE or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDUSD AE or SDCE ESL &/or SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ASE &/or ↓ SDCE CTE ↓ Employment &/or SDCCD credit	SDCE ESL ↓ SDCE ASE or CTE ↓ Employment &/or SDCCD credit	Employment &/or SDCCD credit	Career Exploration to determine SDCE coursework ↓ CTE ↓ Employment &/or SDCCD credit	SDCE, Credit or CTE

## **CAEP SDAERC Presentation Item: SDCE Student Services: Outreach**

9/19/19 Discussion Notes

### **Discussion Questions**

- What do we want to accomplish with outreach and marketing efforts?
- How can we reach our shared populations of adult learners?
- What key messages do we want to convey?
- What kinds of materials and methods would lead us to success?
- What events will assist us to accomplish our goals?
- Community partnerships to focus on for outreach and marketing efforts?
- What is the best way to educate educators to support the student journey?

### **Discussion Notes**

#### **What are our goals and intended accomplishments for Outreach and Marketing?**

- Identify SDUSD specific populations of learners to engage in transition
  - Including Reconnections for those who have not completed at SDUSD
- Assist with a “True” handoff between SDUSD to SDCE
- Establish a relationship between SDCE and SDUSD students early on
- Establish relationships that can assist to identify ways to address “special needs” of SDUSD students

#### **Data from SDUSD**

- Currently 550 students who have left SDUSD without completing
- Currently there are 350 “5<sup>th</sup> Year Seniors”

#### **Exploring Strategies...How might we move this ahead?**

- How might we develop “Roadmaps” of the student journey?
  - Identify key points in their journey that are opportunities to connect with SDCE
- How might we explore how to conduct “direct referrals” of SDUSD students? e.g. intentional handoffs before they complete or leave SDUSD?
  - Connect with David Elmer, SDUSD Reconnection/Transition office
  - How might we pair Adult Secondary Education (ASE) with SDCE CTE instruction for SDUSD students?
  - Include the use of online opportunities
- How might we inform and change perception about Continuing Education from parents, students, and K-12 Educators?
- How might we address the fear and apprehension of SDUSD/K-12 educators about when and who to recommend to SDCE/Adult Education?

- How might we identify and utilize messaging to address feelings of educational failure experienced by the transition populations?
  - Talk to current students in Adult Education about why they returned or decided to “come back” and use that for messaging
  - Recruit ambassadors from SDUSD Grads
  - Review the exit plans of the 200 18/19 SDUSD AE Grads
- How might we utilize “Influencers” in the lives of transition populations?
  - Identify who the “Influencers” are
  - Identify appropriate messages for influencers
  - Conduct Outreach with appropriate messaging to parents
  - Marketing to “Influencers” in the students’ lives
  - Explore creative ways to connect, market and outreach, to “Influencers”
  - How might we use SDCE Child Development/Parent Education courses or seminars for parents of Middle School and HS Students?
- How might we show adult learners how easy it is to re-engage in education?
  - First we must identify, name and address barriers to enrollment
  - Address barriers of the orientation process
  - Conduct application workshops
  - Conduct student portal/navigation assistance
- How might we identify and address potential barriers experienced by transition populations?
- How might we address student’s or potential student’s primary and secondary goals?
- How might we tie messaging to College and Career Readiness Course offered by SDCE?

### **Helpful Materials**

- How might we increase use of technology?
  - QR codes
- How might we maximize the class schedule?
- Develop and share ESL Flyers each semester with SDUSD AE students
- Develop and use CTE post card sized materials
- Develop handouts that detail the transition process for SDUSD students and counselors
- Share names, emails and phone numbers of SDCE Counselors for each program area with SDUSD Counselors and AE Instructors

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SDUSD  
Student Transition  
to  
SDCE CTE



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# **SDAERC Human Centered Design Team**

## **Collaborative Discussions on Student Transition**

**September 2 – November 13 , 2018**

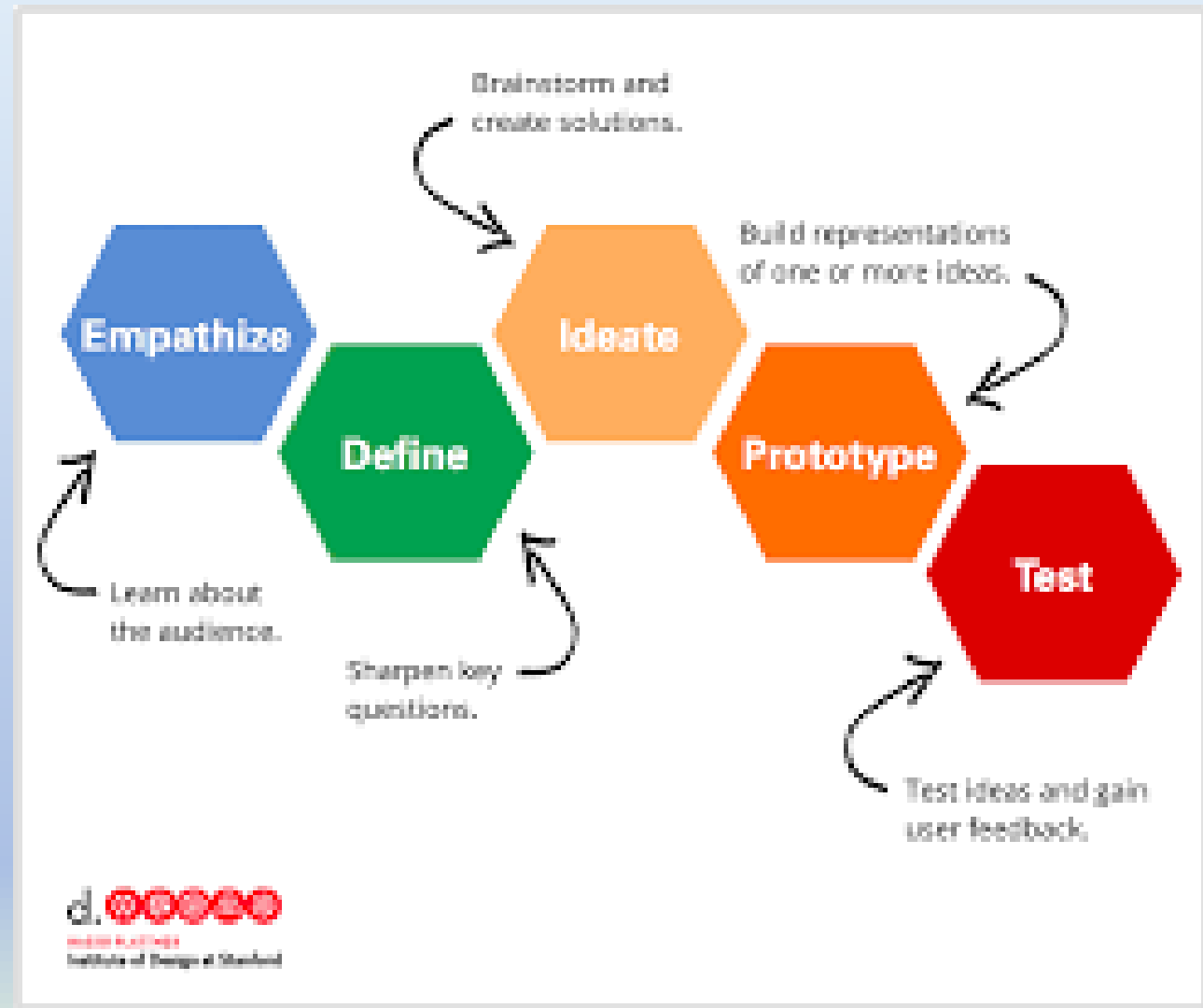
**By Rachel Rose**

*The following HCD Team was assembled by SDAERC to review Human-centered design processes and report back:*

<u>Name</u>	<u>Agency</u>	<u>Title</u>
Megan Johnson	SDUSD	AE Teacher: Mira Mesa
Mike Reynolds	SDUSD	Project Resource Teacher CTE, Adult Education, CTEEP
Denise Munoz	SDCE	SDCE Counselor
Alex Berry	SDCE	Program Activity Manager/CTE Funds SWP/Perkins
Rachel Rose	SDCE	Child Development Instructor/AEBG Faculty Coordinator
Flora Barron	SDCE (Foundation)	WIOA Program Manager
Kelly Henwood	SDCE	Special Projects Manager
Jessica Luedtke	SDCE	Dean, Planning, Research and Institutional Effectiveness

Human-centered Design is:

*“Human-centered design is a design and management framework that develops solutions to problems by involving the human perspective in all steps of the problem-solving process.”*



Wikipedia

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## Overview of Human-centered Design Team Findings

- Key Insights from Research
- How Might We Questions
- Prototyping
- Team Reflection
- Next Steps

# Key Insights from Research

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Add Initial Design Challenge

**Observations → Themes → Insights → Promising Ideas**

**THEMES  
from  
Empathy:**

- Website
- Customer Service
- Enrollment

# Key Insights: Website

1. Website navigates in loops with learners often missing information or becoming frustrated.
2. Website information contains contradictions and unclear next steps.
3. Back-end issues such as orientation sign up, notification of open vs. full courses, etc. lead to student dissatisfaction.

Insights derived from observational and participatory research

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# Key Insights: Customer Service

1. Upon entering campus, students do not know who to talk to or what questions to ask.
2. At any one moment, Classified Professionals, Instructional Faculty, Counseling Faculty, or Employees walking down the hallway are misinformed or ill-informed.
3. There is a lack of “student-centered thinking/design” regarding processes, procedures, standardization across campuses and programs, orientation emails, printing orientation confirmation, vocabulary used, etc.

Insights derived from observational and participatory research

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# Key Insights: Enrollment

1. Students want specific enrollment dates for the entire year.
2. Students want a one-stop online experience for registration, enrollment, signing up for registration, determining courses, etc.
3. Students only want to provide personal and demographic if they get to enroll at the end of that process.

Insights derived from observational and participatory research

How Might We Questions

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## How Might We Questions?

**How Might We** help students who do not know who to talk to or what questions to ask find clarity quickly upon entering campus?  
(From Customer Service Key Insights)

**SDAERC Team decided to combine the top 2 and focus on Customer Service due to the greatest impact and ability to implement immediately.**

**How Might We** create “student-centered thinking/design” regarding processes, procedures, standardization across campuses and programs, orientation emails, printing orientation confirmation, vocabulary used, etc.?  
(From Customer Service Key Insights)

**How might we** equip students with specific enrollment dates for the entire year? (From Enrollment Key Insights)

# Promising Idea 1

## **Unification of a Career Mapping Assessment**

SDUSD and SDCE would use the same Career Mapping process, assessment and procedure to provide a seamless transition for learners, decrease SDUSD and SDCE personnel workload and increase enrollment through accurate SDUSD advertising of SDCE's CTE Programs.

Promising Ideas were created in collaboration with SDCE &SDUSD

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# Promising Idea 2

## Create an “Apple Store Environment”

SDUSD and SDCE will strive to develop processes and procedures that creates customer service at all levels and stages of seeking enrollment into SDCE CTE courses.

Promising Ideas were created in collaboration with SDCE &SDUSD

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# Promising Idea 3

## SDUSD Transition Course Curriculum Revision

SDUSD and SDCE collaborate to revise the SDUSD transition course to include more SDCE student services information as well as accurate CTE course transfer information.

Promising Ideas were created in collaboration with SDCE &SDUSD

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# Prototyping

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# Human Centered Design

## Develop a Prototype

Rules Abbreviated:

Observe, Brainstorm,  
Design according to largest impact and  
most innovative,  
Try (on rough small scale),  
Redesign, Repeat

# HCD Team Reflection

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# Reflections and Takeaways

How have your definitions and understanding of "design" and "human-centered design" changed through this course?

“I learned to take my time making decisions, include student and faculty feedback, thoughts, and let them know that their stories are important.

What will you do differently as a result of your experiences in this course?

“The methodology to innovation is through post-it notes.”

# Reflections and Takeaways

How has your approach to creativity and creative work changed through this course?

What was the most unexpected moment in the process or prototyping or field testing your designs?

“HCD has taught me to categorize ideas before choosing one route, focusing on the bigger picture before creating.”

“There is irreplaceable richness in student stories!”

# Reflections and Takeaways

How will you take the lessons from this course into your current work?

“I now think big before narrowing down the possibilities.”

“I will listen to individual stories before developing education plans for students.”

“There is irreplaceable richness in student stories!”



## Next Steps

Does SDCE want to Utilize Human-centered Designing Processes?

Does SDCE want more information on the Prototype Developed?

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