

San Diego Adult Education Regional Consortium (SDAERC) Agenda

Date: September 17, 2020

Time: 3:00-4:30

Location: Online Zoom

Teleconference Access: <https://cccconfer.zoom.us/j/95364392008> or by phone: 1 669 900 6833

- Meeting ID: 953 6439 2008

<u>Agenda Item</u>	<u>Lead/Presenter</u>
1. Call to Order	All
2. Adoption of Agenda & Selection of Chair	All
3. Public Comment	
4. Consent Items: Approval of Minutes 8/14/20	All
5. Action Items: a. Approve Initial PY 20/21 Expenditure Plans due 9/30 b. PY 19/20 Q4 Expenditure Reports	Kelly Henwood, SDCE
6. Discussion Items: a. SDWP Updates: ✓ Career Portal ✓ Gateway: WIOA I Youth RFP	Nate Sachdeva, SDUSD AE Stephanie Lewis, SDCE
7. Presentation Items: Annual Plan Strategies a. SWP Updates b. Career Bridge Pathways Overview	Alex Berry, SDCE Diana Vera Alba, Kelly Henwood, SDCE
8. Information Items a. Standing Student Services Update b. Regional Counselor Conference December 2 nd -3 rd c. CAEP Statewide Summit October 26 th – 29 th d. Upcoming Due Dates	Esther Matthew, Dean of Counseling, SDCE Alex Berry, SDCE Kelly Henwood, SDCE
Adjournment: Next Meeting, November 19th 3:00 4:30	
<u>SDAERC Indicators of Success</u>	
<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



August 26, 2020

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program Office (CAEP)

Subject: Fiscal Year 2020–21 Program and Accountability Requirements for Student Outcome Data Collection and Submission

This memorandum is to advise local recipients of the California Adult Education Program (CAEP) funds of accountability requirements in the 2020–21 Program Year. This letter and the enclosed documents outlining data collection, reporting, and due dates for data deliverables are located in the [Student Data Collection and Reporting](#) section of the adult education website and will provide further clarification and details on program accountability requirements. Failure to comply with any requirements or deliverable deadlines will be cause for withholding Adult Education Program apportionment payments until requirements are met and performance is considered satisfactory.

Data Accountability Requirements

Consortia receiving Adult Education Program funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) for the 2020–21 program year must submit the required student data. The CDE and CCCCCO require all Adult Education Program agencies to use the following systems to track adult learner progress in the seven authorized program areas and report achievements from the six-outcome areas designated by Education Code Section 84913.

- K12 agencies, County Offices of Education (COE), and Joint Powers Authority (JPA) are required to use TOPSpro® Enterprise to collect and report adult learner demographics, barriers, and program outcome information.
- California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (MIS) to enter their adult learner demographics, barriers, and program outcome information. (See enclosed FAQs on MIS reporting).

Note: CCDs that receive WIOA II funding for services under the Adult Education and Family Literacy Act (AEFLA) are required to collect and report adult learner demographics, barriers, and program outcomes for their WIOA II funded programs and students using TOPSpro® Enterprise. In addition, CCDs receiving WIOA II funding must enter all adult learner demographics, barriers, and program outcomes into their MIS system. Finally, CCDs that are WIOA Title II grantees will continue to collect and report CASAS assessment results using TOPSpro® Enterprise.

Data Accountability Training

The Adult Education Program Office has contracted with the Sacramento County Office of Education (SCOE) to create the Technical Assistance Project (TAP), which offers online and in-person trainings regarding a variety of topics, including meeting Adult Education Program accountability requirements, implementing approved assessments, and using the two data collection systems. The state office strongly encourages local agencies to attend all available online and in-person accountability training, and to adopt a team approach for trainings and continuous improvement in managing student data outcomes. Positive student learning outcomes drive future grant funding in California's delivery system. More details regarding training sessions are available on the Events page of the California Adult Education website. Look for updates in the CAEP weekly newsletter.

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



2020-21 CAEP Data Collection, Reporting, and Due Dates for Data Deliverables

Due Dates for CAEP Data Submission Using TOPSpro® Enterprise

1. Submit quarterly and end-of-year data in TOPSpro® Enterprise. Complete all data entry and review to identify any potential problems on or before the submission due date. All data submissions must be received on or before the due date.
2. Agencies using Third-Party Attendance Software must export data from their system and import into TOPSpro® Enterprise. Please see the instructions regarding exchanging data with TOPSpro® Enterprise posted on the Comprehensive Adult Student Assessment Systems (CASAS) website at [3rd Party Import/Export Wizard](#).
3. Starting in PY 2020-21, agencies will submit their quarterly data and Data Integrity Report (DIR) using the Quarterly Data Submission Wizard (QDS). Agencies will no longer send separate pdf copies of the DIR when completing quarterly data requirements.

Data Submission	Due Date	Submit Electronically
First Quarter Data	October 31, 2020	Via TOPSpro® Enterprise
First Quarter CAEP Data Integrity Report	October 31, 2020	E-mail to caep@casas.org (or fax to 858-292-2910)
Second Quarter Data	January 31, 2021	Via TOPSpro® Enterprise
Second Quarter CAEP Data Integrity Report	January 31, 2021	E-mail to caep@casas.org (or fax to 858-292-2910)
Third Quarter Data	April 30, 2021	Via TOPSpro® Enterprise
Third Quarter CAEP Data Integrity Report	April 30, 2021	E-mail to caep@casas.org (or fax to 858-292-2910)
End-of-Year Data	August 1, 2021	Via TOPSpro® Enterprise
Fourth Quarter Data Integrity Report	August 1, 2021	E-mail to caep@casas.org (or fax to 858-292-2910)

Critical TE Reports

The TOPSpro[®] Enterprise reports listed below are designed to guide you in the process of submitting complete and accurate data.

1. CAEP Data Integrity Report

On the Reports menu, go to **State Reports – California – CAEP Data Integrity**.

This report provides comprehensive information on key items associated with data collection requirements, data completeness, and program performance indicators.

2. CAEP Summary Report

On the Reports menu, go to State Reports – California – CAEP Tables. The CAEP Summary Report provides enrollment and outcome data for all CAEP program areas.

INSTRUCTIONS

Submit Your TOPSpro[®] Enterprise Data Online

- For agencies using TOPSpro[®] Enterprise Online, once you submit your agency's **CAEP Data Integrity Report**, CASAS will consider your data to be complete and submitted.

If you have any questions regarding these requirements or the end-of-year data submission process, please e-mail caep@casas.org. If you need help using TOPSpro[®] Enterprise, please contact CASAS Technical Support, by phone at 800-255-1036 or by e-mail at techsupport@casas.org.

MIS Reporting Parameters

There are no separate reporting deadlines for data collected and entered into MIS. Colleges should capture all data relevant to their students and ensure it is entered completely into their local MIS system. Colleges will submit their adult education data through their college's regular data uploads to the Chancellor's Office. There is no separate submission of MIS data to the Chancellor's Office for adult education students.

Regardless of whether colleges report data through TOPSpro[®] Enterprise for WIOA TITLE II, colleges are also expected to capture and enter all student data elements into their MIS system.

Enrollment, demographics, barriers, and most student outcomes for noncredit adult education students rely almost exclusively on data entered into the MIS system to populate the LaunchBoard Adult Education Pipeline and for populating the adult education metrics in the new Student Success Metrics dashboards. Failure to enter all student data into MIS could result in underreporting of student data in the LaunchBoard, the Student Success Metrics, and in end of year reporting to the legislature. The two exceptions to this are the reporting of Educational Functioning Levels (EFLs), and high school diplomas / high school equivalency. For more details, please see the FAQs section of this document.

Please refer to the documents listed below for additional details on Adult Education Program data and accountability requirements, which are available in the [Student Data Collection and Reporting](#) section of the California Adult Education website:

- Adult Education Data Collection Reporting and Due Dates for TE (see enclosure)
- [Adult Education Pipeline Metric Definition Dictionary](#)
- [Adult Education Pipeline Frequently Asked Questions](#)
- [Measuring Our Success: Data and Accountability](#)
- [LaunchBoard AE Pipeline Build 3.0 Webinar \(5/27/20\)](#)
- [LaunchBoard AE Pipeline Build 3.0 Webinar PPT](#)

Preview & Submittal

Submittal

2019-20 Program Area & Leveraged Funds

Submitted

Unsubmit Actuals

Member Representatives

Michael Reynolds

Nate Sachdeva

Hours of Instruction

CAEP Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	32805
ESL/El Civics	Not Entered
AWD	Not Entered
K12 Success	Not Entered
Short Term CTE	Not Entered
Workforce Reentry	Not Entered
Pre-Apprenticeship	Not Entered
Total	32805 Hours

Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre- Apprenticeship	Totals
California Adult Education Program	\$1,748,326	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$1,748,326
CalWORKs	\$0	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Totals	\$1,748,326	\$0	\$0	\$0	\$0	\$0	\$0	\$1,748,326

Certification

48 San Diego Adult Education Regional Consortium - Primary Contact

Kelly Henwood
Special Projects Manager
khenwood@sdccd.edu

Awaiting Approval

Unsubmit Actuals

Preview & Submittal

Submittal

2019-20 Program Area & Leveraged Funds

Estimates Saved

[Submit Actuals](#)

Member Representatives

Kelly Henwood

Michelle Fischthal

Hours of Instruction

CAEP Program Area	Q1 - Q4 Hours of Instruction
ABE/ASE	186433
ESL/El Civics	1297904
AWD	134133
K12 Success	Not Entered
Short Term CTE	1220750
Workforce Reentry	Not Entered
Pre-Apprenticeship	Not Entered
Total	2839220 Hours

Leveraged Funds by Program Area

Fund	ABE/ASE	ESL/El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre- Apprenticeship	Totals
California Adult Education Program	\$276,151	\$1,335,971	\$125,391	Not Entered	\$1,330,041	Not Entered	Not Entered	\$3,067,554
CalWORKs	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
NonCredit	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Perkins	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
LCFF	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
Fees	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
K12 Adult Ed Jail Funds	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA II	\$253,156	\$1,718,914	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$1,972,070
Contracted Services	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	Not Entered	\$0
WIOA I / ITAs	\$124,752	Not Entered	Not Entered	Not Entered	\$187,130	Not Entered	Not Entered	\$311,882
Totals	\$654,059	\$3,054,885	\$125,391	\$0	\$1,517,171	\$0	\$0	\$5,351,506

Certification

48 San Diego Adult Education Regional Consortium - Primary Contact

Kelly Henwood
Special Projects Manager
khenwood@sdccd.edu

Awaiting Submittal

CAEP Consortium Fiscal Reporting

48 San Diego Adult Education Regional Consortium

2019-20 Fiscal Year

Certification

Certified By
Kelly Henwood
Special Projects Manager

Quarter 1 Status	Quarter 2 Status	Quarter 3 Status	Quarter 4 Status
Certified	Certified	Certified	Certified

I certify that our consortium did not exceed 5% of the total allocation in administrative costs: Yes

Fiscal Report Submittal Status

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
San Diego CCD	Submitted	Submitted	Submitted	Submitted
San Diego Unified	Submitted	Submitted	Submitted	Submitted

San Diego CCD

San Diego CCD Q1 Report (7/1 - 9/30)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$82,494	\$110,574	74.61%	\$446,206	18.49%	\$363,712
2000 - Non-Instructional Salaries	\$462,757	\$393,874	117.49%	\$3,339,813	13.86%	\$2,877,056
3000 - Employee Benefits	\$246,113	\$176,538	139.41%	\$1,235,445	19.92%	\$989,332
4000 - Supplies and Materials	\$1,952	\$65,651	2.97%	\$351,010	0.56%	\$349,058
5000 - Other Operating Expenses and Services	\$42,563	\$152,747	27.87%	\$610,988	6.97%	\$568,425
6000 - Capital Outlay	\$0	\$0	100%	\$687,350	0%	\$687,350
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$1,029	\$44,887	2.29%	\$332,425	0.31%	\$331,396
Totals	\$836,908	\$944,271	88.63%	\$7,003,237	11.95%	\$6,166,329

Corrective Action Plan

Expenditures for supplies and other operating will increase throughout the year.

Summary of Activities:

Instructional Assistants support for CTE pathways Faculty institutional coordinators collaboration and coordination with guided pathways and swp planning and student access retention and completion and support for guided pathways from SDUSD AE programming. Planning and participation in regional and consortium counseling and student services collaboration Strategic plan implementation strategies participation of a 14 member team attending CAEP summit along with other regional meetings Outreach to communities of need, partner agencies and SDUSD sites Faculty and staff professional development for FELI, TLC and Passport to Success Staffing to support statistical data tracking of CAEP programs planning for student focus groups for CTE industry relationships institutional planning and research Continue to Maintain and Increase Consortium's Capacity in Identified Gaps in Service through capital outlay expenses which support costs associated with updating campus technology and equipment of

Status
Submitted

San Diego CCD Q2 Report (10/1 - 12/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$120,563	\$221,149	54.52%	\$446,206	27.02%	\$325,643
2000 - Non-Instructional Salaries	\$685,174	\$787,748	86.98%	\$3,339,813	20.52%	\$2,654,639
3000 - Employee Benefits	\$360,418	\$353,075	102.08%	\$1,235,445	29.17%	\$875,027
4000 - Supplies and Materials	\$91,818	\$148,984	61.63%	\$351,010	26.16%	\$259,192
5000 - Other Operating Expenses and Services	\$239,433	\$305,494	78.38%	\$610,988	39.19%	\$371,555
6000 - Capital Outlay	\$172,902	\$0	100%	\$687,350	25.15%	\$514,448
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$57,117	\$89,774	63.62%	\$332,425	17.18%	\$275,308
Totals	\$1,727,425	\$1,906,222	90.62%	\$7,003,237	24.67%	\$5,275,812

Corrective Action Plan

Reasons for the under-expenditures relate to delays in the initial 4 years of the CAEP funds. This was related to time involved in hiring of new positions and delays related to encumbering planned non-personnel project costs including equipment purchases. The current year spending down Y4 Budget Allocation and expect to be spent by end of fiscal year. However some delays have occurred with pending encumbrances for Assessment Center build-out, equipment and furnishings, only on CAEP and relate to delays in the implementation of assessment plans for non WIOA II programs eg CTE. The costs for DSPS faculty is on hold as well as equipment purchases. SDCE has adopted a new resource allocation process which is stressing spending approved allocations within the PY time frame to avoid internal carry-over of costs which create challenges with expenditure oversight. Also, projects are assessed not only for alignment with CAEP plan but also readiness to implement

Summary of Activities:

Implementation of three year strategics plan strategies: Data informed outreach based on community need and market information. Extensive outreach & onboarding supports via student ambassadors and dedicated Outreach Coordinator. Leading to increased collaboration with LWDB. College and Career Transition services hiring of job developers and temporary STAFF for an increase in job fairs, hiring events and instructional collaborations. Transition opportunities through SD Promise, Gateway to College, and CTE focused collaborations. Focus on messaging and marketing through the use of data informed marketing efforts, advertisement in ethnic periodicals. New student data system, Campus Solutions implemented. Increase in Distance Education in ESL Dept and CTE courses. Hiring of two part-time faculty institution coordinators focused on pathways to SDCE from SDUSD with a student centered design framework. Wayfinding project at two campuses. Joint PD: FELI, TLC . Classroom technology

Status
Submitted

Allocation Year Closeout: 2017-18

I have reviewed the financial reports for my agency and confirm that all funds for this allocation year have been spent.

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	\$92,254	\$232,316	39.71%	\$351,010	26.28%	\$258,756
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	\$2,416,031	\$3,181,558	75.94%	\$7,003,237	34.5%	\$4,587,206

Corrective Action Plan

Although SDCE is below projected Expenditure Forecast, we continue to be catching up with low expenditures from past years. We are expect to be fully spent out of PY 18/19 funds by October. There is an approximate salary run rate of \$189k a month. Due to changes to 100% online instruction in Spring and Summer 20 - there is an expectation that SDCE will continue with Distance Education Instructional models including hard to convert CAEP program courses. Therefore we expect that certificated salaries for mass migration to DE curriculum development and professional development will continue over the Summer and Fall. We are also in the process of budget adjustments due to salary freezes on several vacant classified salaried positions.

Summary of Activities:

As part of the SDAERC Three Year Strategic Plan the following Goals and Activities have had progress with the creation of an Academic Counselor contact list available on the website by SDCE Program and Campus. This fulfills the goal to Create and Enhance Student Centered Transitional Pathways, and the strategy to develop and maintain shared and consistent career guidance that support learners in choosing, entering, and staying on a pathway within and across member agencies. Additionally a Student Focus Group was conducted that focused on the student journey and barriers

that is being used for institutional planning. Finally, Institutional Coordinators have been engaged in student journey barrier recommendations. There are also plans to create bridge career pathway courses and a maker Innovation Lab in collaboration with member agency.

Status
Submitted

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

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$232,759	\$442,297	52.63%	\$446,206	52.16%	\$213,447
2000 - Non-Instructional Salaries	\$1,369,663	\$1,840,143	74.43%	\$3,339,813	41.01%	\$1,970,150
3000 - Employee Benefits	\$721,401	\$785,544	91.83%	\$1,235,445	58.39%	\$514,044
4000 - Supplies and Materials	\$92,377	\$315,648	29.27%	\$351,010	26.32%	\$258,633
5000 - Other Operating Expenses and Services	\$292,016	\$610,988	47.79%	\$610,988	47.79%	\$318,972
6000 - Capital Outlay	\$229,833	\$103,103	222.92%	\$687,350	33.44%	\$457,517
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$146,739	\$202,479	72.47%	\$332,425	44.14%	\$185,686
Totals	\$3,084,788	\$4,300,201	71.74%	\$7,003,237	44.05%	\$3,918,449

I certify that our agency did not exceed the allowed indirect rate as directed in the Adult Education Program

Guidance: Yes

Corrective Action Plan

Many instructional salaries are falling short partly because of faculty assignments not being fulfilled as projected and being supported with categorical funds. Additional we anticipate because of COVID there are new assignments for DE mentor ship and transition to accessible and equitable learning platforms. These projects will assist to close out carry-in PY 1819 funds by fall of 20/21

Summary of Activities:

Activities include Assessment using a revised multi-measure assessment tool with the absence of CASAS due to COVID. The build out the physical assessment centers at SDCE campuses including site improvements and new technology equipment. Distance Education with the rapid transition to 100% online Distance Education course including a DE mentoring project that began in Spring and continuing into Summer and Fall. This also includes a revision of digital course materials and certification of faculty and staff on SDCCD online certification. The development of New Courses including Introductory CTE courses developed in 4 areas and the development of 2 additional IELC VESL Course Clusters.

Status
Submitted

San Diego Unified

San Diego Unified Q1 Report (7/1 - 9/30)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$198,976	\$158,036	125.91%	\$877,977	22.66%	\$679,001
2000 - Non-Instructional Salaries	\$60,121	\$50,856	118.22%	\$254,280	23.64%	\$194,159
3000 - Employee Benefits	\$74,508	\$100,125	74.42%	\$500,623	14.88%	\$426,115
4000 - Supplies and Materials	\$10,355	\$92,010	11.25%	\$613,401	1.69%	\$603,046
5000 - Other Operating Expenses and Services	\$7,085	\$6,750	104.96%	\$45,000	15.74%	\$37,915
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$9,406	\$9,653	97.44%	\$48,266	19.49%	\$38,860
Totals	\$360,451	\$417,430	86.35%	\$2,339,547	15.41%	\$1,979,096

Corrective Action Plan

Expenditures pertaining to Object Code 4000 fall below target due to outstanding purchase orders that will be expensed once supplies and materials are received.

Status
Submitted

San Diego Unified Q2 Report (10/1 - 12/31)

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$404,180	\$395,090	102.3%	\$877,977	46.04%	\$473,797
2000 - Non-Instructional Salaries	\$122,015	\$132,226	92.28%	\$254,280	47.98%	\$132,265
3000 - Employee Benefits	\$189,017	\$250,312	75.51%	\$500,623	37.76%	\$311,606
4000 - Supplies and Materials	\$90,680	\$184,020	49.28%	\$613,401	14.78%	\$522,721
5000 - Other Operating Expenses and Services	\$22,465	\$13,500	166.41%	\$45,000	49.92%	\$22,535
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$22,200	\$21,237	104.53%	\$48,266	46%	\$26,066
Totals	\$850,557	\$996,384	85.36%	\$2,339,547	36.36%	\$1,488,990

Summary of Activities:

SDUSD has developed a pilot program for students with special needs at the TRACE Lincoln High School Diploma Program (HSDP) location. The pilot program uses Response to Intervention (RTI) methodologies to address learning gaps within the HSDP curriculum. Accusess diagnostic assessments inform RTI Tier 1 interventions that are embedded within classroom instruction. RTI, Tier 2 & 3 interventions are conducted using a blended learning model using small group instruction in conjunction with computer-based skills development software. AE teachers participate in an adult learner-focused PLC and are currently implementing new instructional strategies across all AE classrooms as part of their 1st Cycle of Inquiry work. Teachers are also developing new goals targeting behavioral supports for adult learners for the upcoming 2nd cycle. The AE Office has moved from Revere Center to Lincoln High School in order to provide greater accessibility for students who use MTS for transportation.

Status
Submitted

Allocation Year Closeout: 2017-18

I have reviewed the financial reports for my agency and confirm that all funds for this allocation year have been spent.

2017-18 Reverted Funds:

\$0

2017-18 Status

Closed

Submitting Authority

Michael Reynolds, Program Lead
Nate Sachdeva, Program Manager

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	\$614,584	102.05%	\$877,977	71.43%	\$250,818
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	\$276,030	46.47%	\$613,401	20.91%	\$485,135
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	\$1,523,146	86.39%	\$2,339,547	56.24%	\$1,023,766

Summary of Activities:

As a result of the California Governor's COVID-19 Stay-at-Home order, San Diego Unified has transitioned all instructional delivery for adult education courses to a distance learning model. Adult education students were provided laptops if needed, including assistance with internet access through local internet providers. Weekly in-service and professional development was provided to instructional staff, including teleconferencing best practices with students, supporting students with special needs online, and fostering meaningful and appropriate teacher-student relationships using distance learning technologies. The results of the proactive measures taken resulted in program participation rates returning to near similar levels prior to the COVID-19 pandemic.

Status
Submitted

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

Object Code	Year to Date (YTD) Expenditure	YTD Forecast	% Expended of YTD Forecast	Project Budget	% Expended of Overall Budget	Budget Remaining
1000 - Instructional Salaries	\$865,667	\$877,977	98.6%	\$877,977	98.6%	\$12,310
2000 - Non-Instructional Salaries	\$231,041	\$254,280	90.86%	\$254,280	90.86%	\$23,239
3000 - Employee Benefits	\$444,314	\$500,623	88.75%	\$500,623	88.75%	\$56,309
4000 - Supplies and Materials	\$132,252	\$613,401	21.56%	\$613,401	21.56%	\$481,149
5000 - Other Operating Expenses and Services	\$29,420	\$45,000	65.38%	\$45,000	65.38%	\$15,580
6000 - Capital Outlay	\$0	\$0	100%	\$0	100%	\$0
7000 - Other Outgo	\$0	\$0	100%	\$0	100%	\$0
Indirect Costs	\$45,632	\$48,266	94.54%	\$48,266	94.54%	\$2,634
Totals	\$1,748,326	\$2,339,547	74.73%	\$2,339,547	74.73%	\$591,221

I certify that our agency did not exceed the allowed indirect rate as directed in the Adult Education Program

Guidance: Yes

Summary of Activities:

As a result of the California Governor's COVID-19 Stay-at-Home order, San Diego Unified transitioned all instructional delivery for adult education courses to a distance learning model. Adult education students were provided laptops if needed, including assistance with internet access through local internet providers. Weekly in-service and professional development was provided to instructional staff, including teleconferencing best practices with students, supporting students with special needs online, and fostering meaningful and appropriate teacher-student relationships using distance learning technologies. Student were provided the opportunity to receive life-time job coaching and work-preparedness support through the San Diego Workforce Partnership. San Diego Adult School's Mira Mesa HSDP site piloted the online CASAS eTest. Proactive measures taken resulted in HSD graduation rates near similar levels prior to the COVID-19 pandemic.

Status
Submitted



California
Community
Colleges



2020 © California Community Colleges

NOVA Site Version: [4.22.4](#)

October 2020: RFP for San Diego County Youth Workforce Development System



Overview

The San Diego Workforce Partnership is the designated entity for San Diego County to receive Workforce Innovation and Opportunity Act (WIOA) funding from the Department of Labor (DOL) and the State of CA Employment Development Department (EDD).

Every four years, we issue a Request for Proposals (RFP) to invite interested and qualified organizations to apply to provide WIOA Youth programs to participants ages 16–24. We will distribute approximately \$3.9 million for one entity to provide county-wide services through a career center model and four additional entities to provide services to specific populations that have increased need.

We will release the RFP in mid-September 2020. Successful applicants will receive contracts for the period of July 1, 2021–June 30, 2022 with an option to extend for three additional one-year periods.

The RFP and all related documents will be included on this page of our website.

Community Outreach and Research

In order to make sure that we are reaching the youth that most need our services, and providing them with the support, education and training they want and need, we have conducted research, town halls and a community survey.

Research

While there are many populations in San Diego County that have unique education, training and job seeking needs, we looked at disconnection rates to narrow our focus on four specific populations. A “disconnected youth” is a young adult ages 16–24 who is not working or in school. The four populations and their disconnection rates are:



Let's Chat!
We're online

Black Youth
18%

Immigrant/Refugee and ELL
12–24%

Homeless/Housing Insecure
65%

Justice-involved
25–55%

We are continuing to work on our long-term goals, including cutting the rate of youth disconnection and reducing the gaps in economic opportunity between communities. In July 2020, we released our fourth annual report sharing the latest available data on youth disconnection from the American Community Survey.

DOWNLOAD THE REPORT([HTTPS://WORKFORCE.ORG/WP-CONTENT/UPLOADS/2020/07/RESEARCH_OPPTYOUTH](https://workforce.org/wp-content/uploads/2020/07/RESEARCH_OPPTYOUTH))

Town Halls and Survey

In May, we hosted two town halls welcoming 135 youth, nonprofits partners, education providers, employers and community members to give us feedback on which populations had the most barriers, what types of services were most critical, and how we can improve our partnerships with other youth-serving community groups.

View the Power Point presentation here (<https://workforce.org/wp-content/uploads/2020/07/WIOA-Youth-RFP-Town-Hall-Presentation-May-2020.pdf>). It has been revised to address common questions.

Additionally, 175 survey responses were submitted. Of those, 20% were from youth, 59% of whom had previously participated in our workforce services.

Our Focus

2-Pronged RFP Approach

1. One County-wide provider who serves all opportunity youth
2. Four contracts for providers who specialize in serving specific populations with high rates on disconnection

High-level Overview

Required Performance Metrics:

- Credential attainment
- Job placement
- Media earnings
- Skills gained

Additional Performance Metrics:

- Job quality indicators
- Self-sustainability
- Customer satisfaction

Required Program Elements:

- Outreach and recruitment
- Eligibility and enrollment
- Learning assessment
- Individual service strategy
- 1:1 case management
- Access to partners/wrap-around services
- Training assistance
- Educational and career assistance
- Work-based training
- Support services
- Follow-up after placement



We Want to Hear From Young Adults



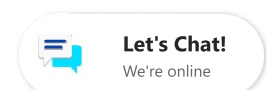
Let's Chat!
We're online

We are always looking for more ways to include youth voice and experience in our work. We currently have youth participating in program design, writing the RFP and evaluation of the proposals. If you have an experience you'd like to share—about one of our programs, your own education or job search journey, or the barriers you face in San Diego County—please tell us by sending an email to youthRFP@workforce.org (mailto:youthRFP@workforce.org).

What's Next

July 15–August 15	August 15–October 15
Workgroups meeting and designing program	Writing of the RFP
July 15–August 15	October 15
Workgroups meeting and designing program	Release the RFP
July 15–August 15	October 22
Workgroups meeting and designing program	Respondents orientation
July 15–August 15	November 13
Workgroups meeting and designing program	Final day to submit questions
July 15–August 15	December 3
Workgroups meeting and designing program	RFP due
July 15–August 15	January 25 – 29, 2021
Workgroups meeting and designing program	In-person interviews
July 15–August 15	February 1, 2021
Workgroups meeting and designing program	Evaluation completion
July 15–August 15	February 18, 2021
Workgroups meeting and designing program	Board approval
July 15–August 15	Immediately following February 2021 Board meeting
Workgroups meeting and designing program	Anticipated award notification
July 15–August 15	July 1, 2021
Workgroups meeting and designing program	Contract start

On June 26, our Policy Board approved this population-specific funding framework to invest in our communities with the highest need.





Who Can Apply?

Any organization type can bid:

- Community-based organizations
- Nonprofits
- For-profits
- Education institutions
- Public entities
- Any collaboration of these entities

View FAQs(<https://workforce.org/wioa-youth-rfp-faq/>)

Any questions related to this procurement process and the Youth RFP should be directed to youthRFP@workforce.org (<mailto:youthRFP@workforce.org>).

Become an evaluator

We are actively seeking individuals who have experience working with young adults ages 16–24, or experience overseeing programs, education, training, employment and other youth activities and services to serve as evaluators for our RFP.

The RFP evaluation process will take place between December 3, 2020 and January 31, 2021 and will include an orientation, reviewing a minimum of five RFP's, evaluator panel discussions, respondent interviews and panel decisions.

Please complete the interest form below.

Apply to be an evaluator(<https://forms.workforce.org/form-5596088>)

Download

WIOA Youth RFP Town Hall Presentation - May 2020
(<https://workforce.org/wp-content/uploads/2020/07/WIOA-Youth-RFP-Town-Hall-Presentation-May-2020.pdf>)



Download

Race, Place and Opportunity Report
(https://workforce.org/wp-content/uploads/2020/07/Research_OppYouth_Bifold_2020.pdf)



Let's Chat!
We're online



Connect With Us

Stay in the know

The Workforce Partnership is dedicated to providing San Diego Residents with the most up-to-date resources for finding a career.

Subscribe to our newsletter.

Name

Email

SUBMIT

f (<https://www.facebook.com/pages/San-Diego-Workforce-Partnership/212931195501832?ref=hl>)

t (<https://twitter.com/SDWorkforce>)

in (<http://www.linkedin.com/company/32712?trk=tyah>)

y (<https://www.youtube.com/user/SDatWork>)

@ (https://www.instagram.com/sdworkforce_/)

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We are an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.



Let's Chat!
We're online



RACE, PLACE AND OPPORTUNITY

An Update on San Diego County's Progress Toward Reducing Youth Disconnection



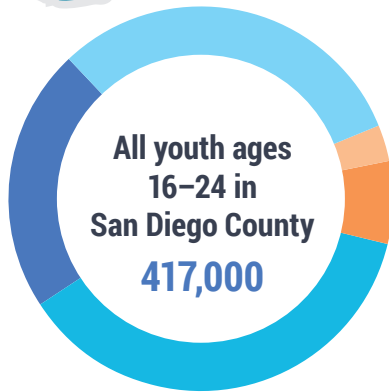
San Diego
Workforce
Partnership

workforce.org/opportunitysd

Addressing systemic inequality is more important now than ever as COVID-19 disproportionately impacts San Diegans who have long been excluded from opportunity. While we mount a full-scale response to the unprecedented layoffs caused by this pandemic, the Workforce Partnership is not losing sight of our long-term goals, including cutting the rate of youth disconnection and reducing the gaps in economic opportunity between communities. This is our fourth annual report sharing the latest available data on youth disconnection from the American Community Survey.

CUT THE RATE

An update on our region-wide goal to reverse disconnection and create more opportunities for every young adult



38,000 OPPORTUNITY YOUTH

2.8% | 12,000 | Not working but looking for work

6.4% | 27,000 | Not working & not looking for work

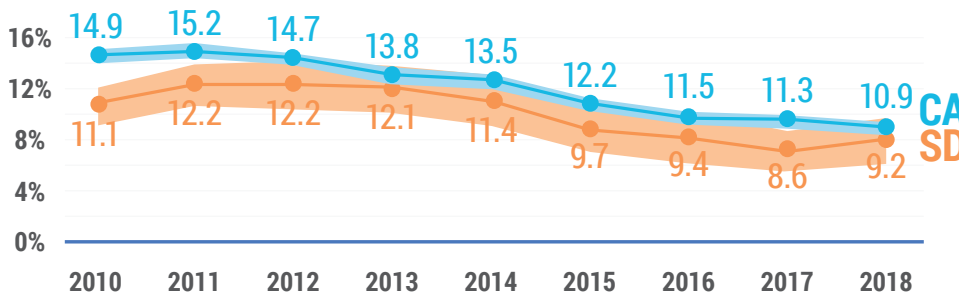
37% | 155,000 | In school

22% | 91,000 | Working & in school

32% | 133,000 | Working

Source: US Census American Community Survey (ACS), 2018
Estimates are rounded to nearest thousand.

SAN DIEGO COUNTY YOUTH DISCONNECTION RATE (2010-2018)



San Diego County's youth **disconnection rate** increased slightly in 2018, but remained below the statewide and national averages (10.9% and 11.2%, respectively).

Source: ACS 2018
Shaded areas are 95% confidence intervals.

EDUCATION & DISCONNECTION

In 2019, youth shared some of the obstacles they've faced in their pursuit of education:

"I had to work full-time through undergrad and almost full-time through grad school to pay bills, and sometimes I couldn't afford groceries."

"Neither of my parents finished high school, so I had to figure out a career path."

"It was difficult to work and go to school while being a mom."

"My family are refugees and couldn't give clear guidance on how to make it to college."

"Crossing the border every day to go to school was definitely a physical hurdle."

"As a first-generation Latinx mujer, what is my place in the UC system?"



19% | Less than HS

49% | High school diploma/GED

21% | Some college

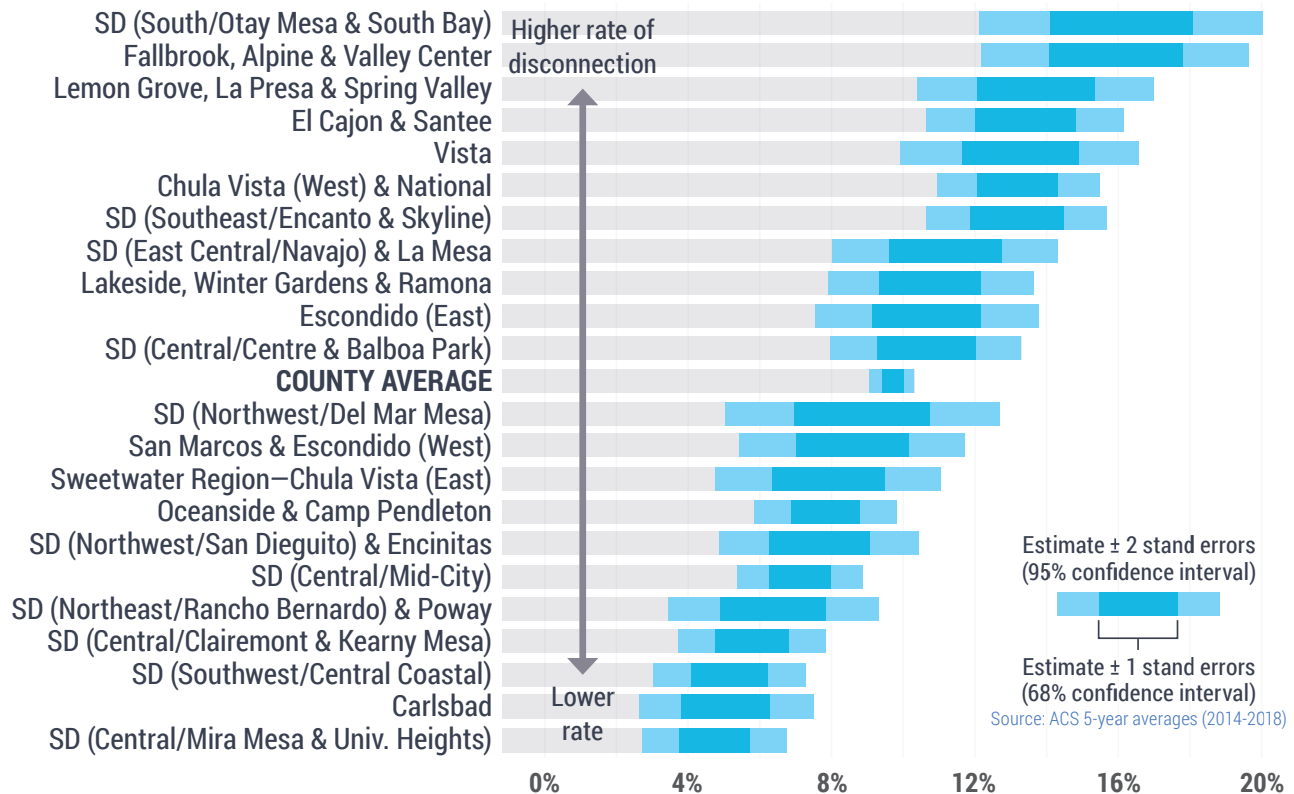
2.6% | Associate degree

8.2% | Bachelor's degree

Source: ACS 5-year averages (2014-2018)

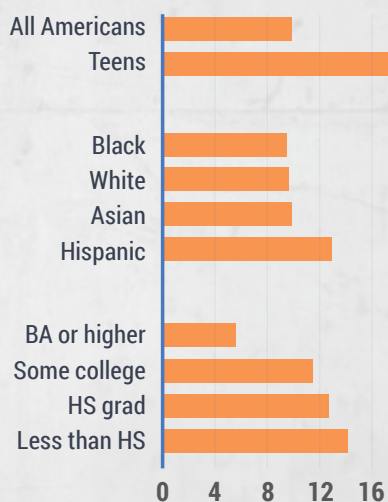
REDUCE THE GAPS

Children in every community are born with the same potential, but not the same opportunity. This is often a result of systemic inequities beyond young people's control. To reduce gaps in the disconnection rate between communities, we must do more than connect individual youth to education and employment—we must address structural forces like racism and intergenerational poverty that sustain these differences.



COVID-19 & DISCONNECTION

Percentage point Increase in unemployment rate, March to April 2020



Source: Bureau of Labor Statistics Employment, "The Employment Situation—April 2020."

In March and April 2020 the COVID-19 pandemic caused the sharpest unemployment spike in modern US history.

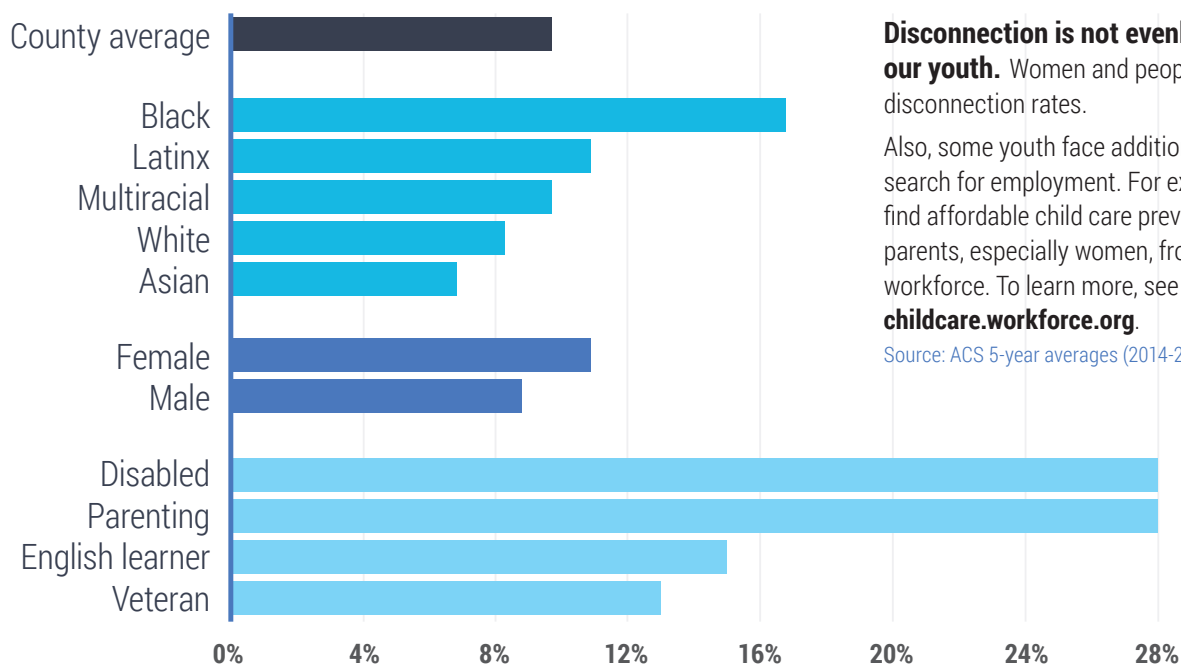
(See our report: workforce.org/news/covidimpact)

The data available for this report does not reflect the effects of the pandemic. At the time of publication (June 2020), the economic recovery is unknown and very uncertain.

We do know COVID-19 has disproportionately impacted young adults. The unemployment data in the first quarter of the pandemic shows it has greatly affected those who work in sectors such as retail, tourism and food service—positions often filled by young adults as they begin their career journey.

We also know that not all youth will be equally impacted. Nationwide, unemployment has risen more sharply among Hispanic workers and those with less education.

SAN DIEGO COUNTY YOUTH DISCONNECTION RATES



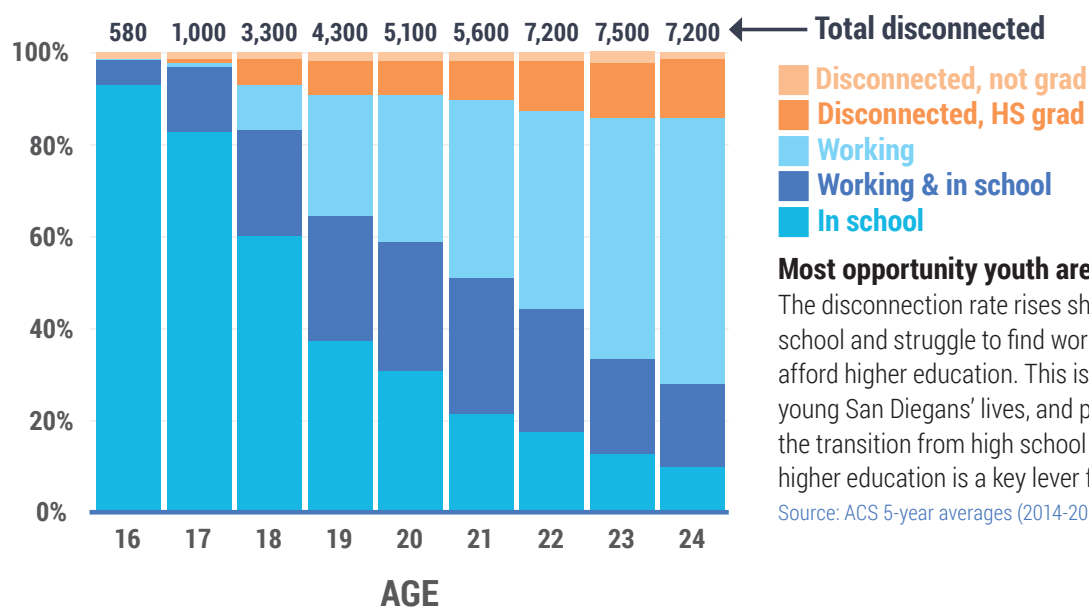
Disconnection is not evenly distributed among our youth. Women and people of color have higher disconnection rates.

Also, some youth face additional challenges in their search for employment. For example, the struggle to find affordable child care prevents many young parents, especially women, from joining the workforce. To learn more, see our report:

childcare.workforce.org.

Source: ACS 5-year averages (2014-2018)

SAN DIEGO COUNTY YOUTH DISCONNECTION BY AGE



Most opportunity youth are high school graduates.

The disconnection rate rises sharply as youth leave high school and struggle to find work or to enroll in and/or afford higher education. This is a crucial inflection point in young San Diegans' lives, and providing more support for the transition from high school to the job market or to higher education is a key lever for reducing disconnection.

Source: ACS 5-year averages (2014-2018)



San Diego
Workforce
Partnership

9246 Lightwave Ave., Ste. 210
San Diego, CA 92123

(619) 228-2900 workforce.org
@sdworkforce

We provide equal opportunity for our programs, services and employment. Auxiliary aids and services for individuals with disabilities are available upon request.

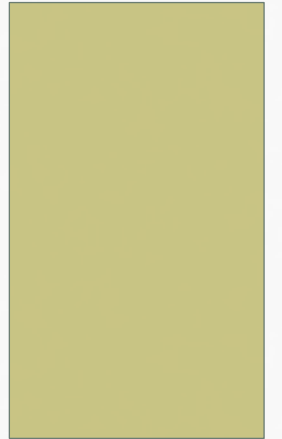
Rev. 2020.06

How we use this data: The Workforce Partnership uses data to inform our investment priorities and program strategies so that our efforts are focused on those that need the most intervention and support. Email us at communications@workforce.org to share your thoughts on this data.

On the cover: Young adults declare San Diego County's Youth Bill of Rights, setting out 11 priorities to provide youth with what they need to be "happy, healthy and prepared to reach their potential:" everything from basic food and nutrition, freedom of expression and having an equal role in developing community solutions. Led by local nonprofit Youth Will, it is meant as a catalyst for action and call for collaboration between youth and the systems positioned to serve them.

SDCE SWP UPDATE

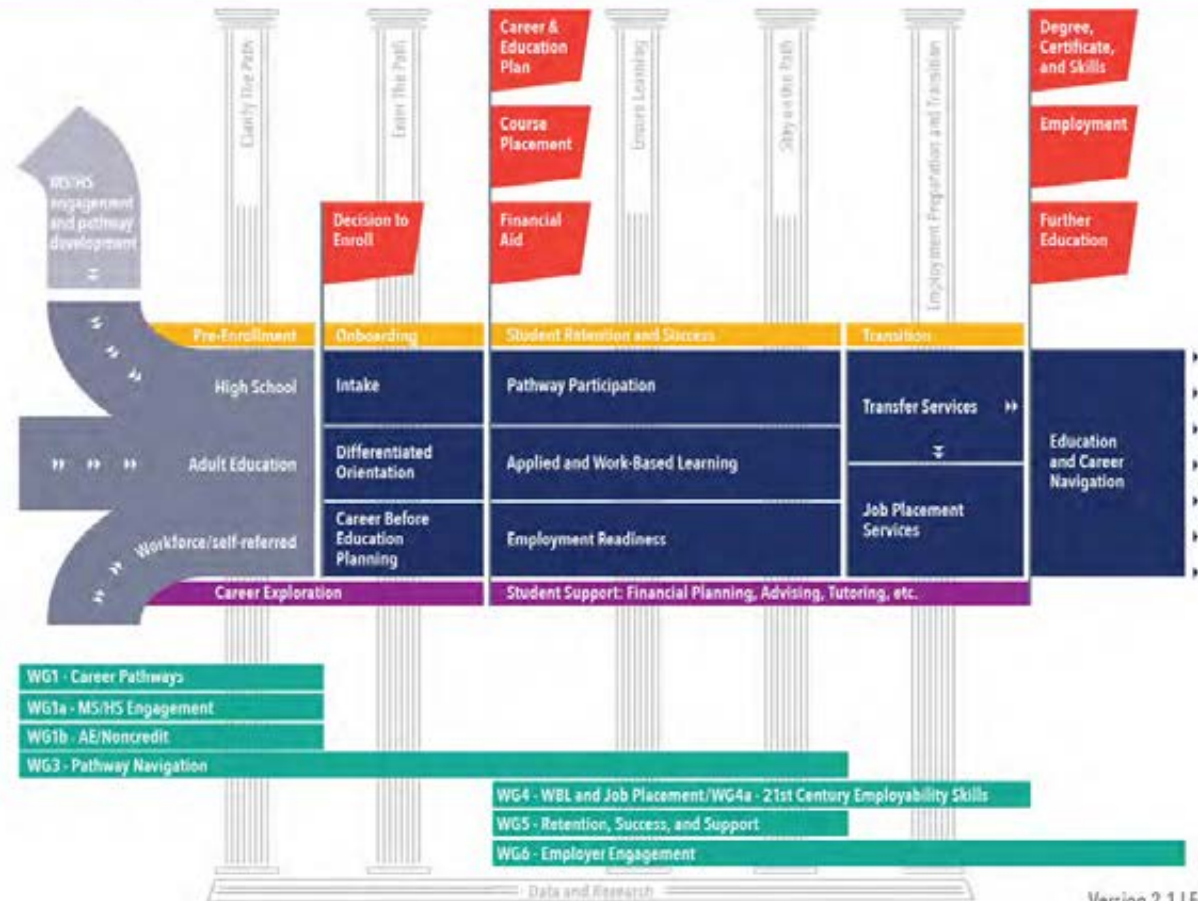
SEPTEMBER 17TH, 2020



OUR FRAMEWORK

COMMUNITY COLLEGES
CAREER EDUCATION

A Community College Student's Road to Success



SWP LOGISTICS

- Fully integrated within SDCE Resource Allocation process and SDCE Strategic Plan implementation
- Coordinated and aligned with CAEP and WIOA II plan elements
- Currently expending Round 3 (expires 12/31) and Round 4 funds (expires 6/30)
 - CCCCO announced new expenditure timeframes starting in Round 5 w/ focus on resilient and in-demand jobs to help lead economic recovery

OUR INVESTMENTS IN ROUND 1 AND ROUND 2

- SDCE utilized Round 1 Strong Workforce Program (SWP) funds to focus on increasing the footprint of its existing Career and Technical Education (CTE) programming by:
 - Investing in new curriculum
 - Enhancing classroom space
 - Updating technical equipment

NEW AND CONTINUING INVESTMENTS IN ROUND 2

- SWP funds also supported SDCE in enhancing services that provide assistance in improving the students' journey while at SDCE. This included:
 - Investments in **outreach**
 - Investing in the **job development team** to provide assistance in obtaining a job once they complete at SDCE
 - Investments in **research and PD** that improve upon the capacity of CTE programs to analyze program outcomes

INITIAL RESULTS

- For Program Year (PY) 19-20 San Diego Continuing Education (SDCE) led the San Diego-Imperial Counties Region in CTE student success
 - SDCE was 9th in the state during the same time period
- Several Strong Workforce Student Success metrics are reflecting growth in SDCE student outcomes from PY2014-15 through PY2018-19 including:
 - Retention
 - Completion
 - Employment

REGIONAL SWP PROJECTS

- Clarify and Enter the Path
 - Pathway Navigation
 - Description: improving intake and orientation, and increasing career counseling
 - Internal Marketing (*local funds support external*)
 - Description: marketing to current and former students about course and program offerings
- Ensure Learning and Stay on the Path
 - Faculty Institute
 - Description: investment in faculty and research to look at course level retention and completion to identify opportunities to improve upon student success outcomes
 - Work-Based Learning Coordination
 - Description: establishing and enhancing WBL activities within CTE classrooms

MOVING FORWARD: SECTOR INVESTMENTS

- ICT sector investment
 - Description: aligning curriculum and programs to industry needs/trends to ensure greater student success
 - Phase 1 (Spring-Winter 2020)- Aligning Curriculum
 - Align Curriculum and programs to industry needs
 - Phase 2 (Fall 2020)- Building out the Career Pathway
 - Partner with high school teachers and/or noncredit faculty and align or develop pathways for high school and noncredit programs.
 - Work with high school teachers to make courses eligible for dual enrollment.
 - Design, publish and disseminate career pathway diagrams.
 - Phase 3 (Spring 2021)- Sustain efforts
 - Develop career exploration engagement activities and engage students in local middle schools and high schools.

OPPORTUNITIES FOR ALIGNMENT AND PARTNERING?

- How might we leverage projects to increase transitions?
- How might we partner to remove barriers and develop solutions in a COVID-19 environment? for a Post COVID-19 environment?
- Others?

Career Bridge Pathways Project

DRAFT Overview September 2020

01. The Why

Why Informed by *How's*



How do we prepare our students for success in a rapidly changing and highly challenging environment and for jobs that are not even defined?



How can we offer economic opportunity to our students, especially those who are underrepresented in high-wage STEAM careers?



How do we provide our students the 21st-century skill sets they need not only in the current workplace, but for the unknown jobs of the near future?

Purpose Career Bridge Pathways (DRAFT)

Purpose:

To support “undecided” adult learners, including young adults who may not readily college bound, with short term workforce preparation certificate opportunities to explore interests, foundational skills and gain opportunities to explore their next steps to potential CTE Career Pathways with a “design” thinking perspective.

DRAFT Career Bridge Pathways

Target Population:

SDUSD HS & AE graduates

SDUSD 5th year Seniors

SDCE HSD/HSE Students

“Undecided” Adult
Learners

DRAFT DESIGN
Launch Summer 2021

4-6 week Workforce
Preparation Certificate
(two Courses)

Course I: College &
Career Readiness Part I
(INTP 500)

Course 2:
Overview of CTE Pathway
Options & CTE
(ABE 430 or INTP 501)

Foundational 21st Century
Skills

VABE

Digital Literacy

Introduction to Makerspace:
Design Thinking & Safety
Badging

Student Outcomes:

Workforce Preparation
Course and Program
Certificates

CTE Exploration

Possible Badges: Design
Thinking, Exposure to
Industry 4.0

Funding:

Start Up: CAEP, SWP

Equipment &
Stipends:
Fundraising/
Development Plan

Ongoing:
Apportionment
CDCP

Student Supports:

Vista Maker
Fellow

SD Gateway 2
College and
Career

Purpose Career Bridge Pathways: Collaborative Discussion

Based on Needs of Target Population and their Educational Journey eg, what would best meet the needs of the target population?

- **Length of Program?**
- **Type of schedule? Hours/Days per Week?**
- **Foundational skills?**
- **Are there a significant number of students that need guidance on choosing a CTE or Higher Ed pathway?**
- **Where is there the highest career interests? Which Pathways?**
- **Would a “cluster” model work or more in depth Introductory Course?**
- **What are the potential areas for design/makers collaborations with SDUSD CTTE?**
- **How & When would it work best to market to students and their influencers?**
- **Best approach to work on the Career Bridge Pathways design as a Consortium?**



SDCE INNOVATION CENTER AND BRIDGE/ACADEMIES

Industry 4.0 Is Here!

Future of Manufacturing: The Smart Factory

Are We Ready To Train
Students For These Jobs?



Industry 1.0

The Industrial Revolution begins. Mechanization of manufacturing with the introduction of steam and water power



Industry 2.0

Mass production assembly lines using electrical power



Industry 3.0

Automated production using electronics, programmable logic controllers (PLC), IT systems and robotics



Industry 4.0

The 'Smart Factory'. Autonomous decision making of cyber physical systems using machine learning and Big Data analysis. Interoperability through IoT and cloud technology.

Digitally Aided
Manufacturing

Source: Daborn, C. (2018). Behance. Industry 4.0 Infographics. Retrieved from <https://www.behance.net/gallery/61690915/Industry-4.0-Infographics>



Manufacturing
is in the midst
of a growing
skills gap



These
statistics were
pre-Covid-19
pandemic.

The National Bureau of
Labor Statistics projects
2.2 million jobs in
advanced manufacturing
will go unfilled
this decade due to lack
of skill trained labor.

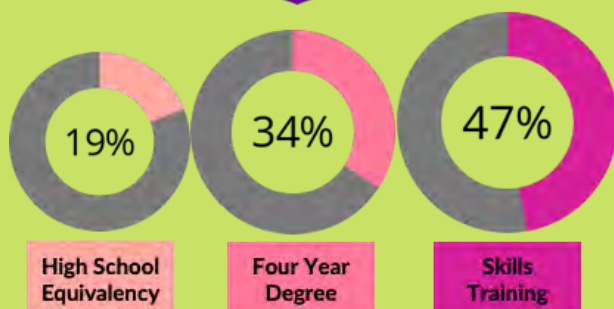


In 2018, 47% of California's jobs required skills training
beyond high school but not a four year degree.



California's Jobs by Education
Requirement, 2018

47 % of require skills
training beyond high
school but not a four
year degree



National Skills Coalition.org

California's Jobs and workers
by Education Level, 2018

Too few workers can
access the skills training
and education to fill in-
demand jobs

Four Year Degree



Skills Training



High School Equivalency



SKILLS MISMATCH

The COVID-19
Pandemic Has Pushed
The Disruption Meter
To High Alert!

Accelerated two trends already occurring in
the American workplace Pre Covid:

- Demand for new skills and competencies, including digital skills, from workers at every level.
- Need for upskilling strategies that can help already-employed workers adapt to changing skill needs.

MODERATE

HIGH

i4.0 has led to **DISRUPTION** in the long held "norms"!

informs the "Why's"..
CCCMaker Initiative informs the "How-to's"
for closing the skills gap!

MIND THE GAP

SDCE INNOVATION CENTER AND BRIDGE/ACADEMIES

The integration of hands-on making with digital aided fabrication will effectively prepare students to **Fill the Gap**.



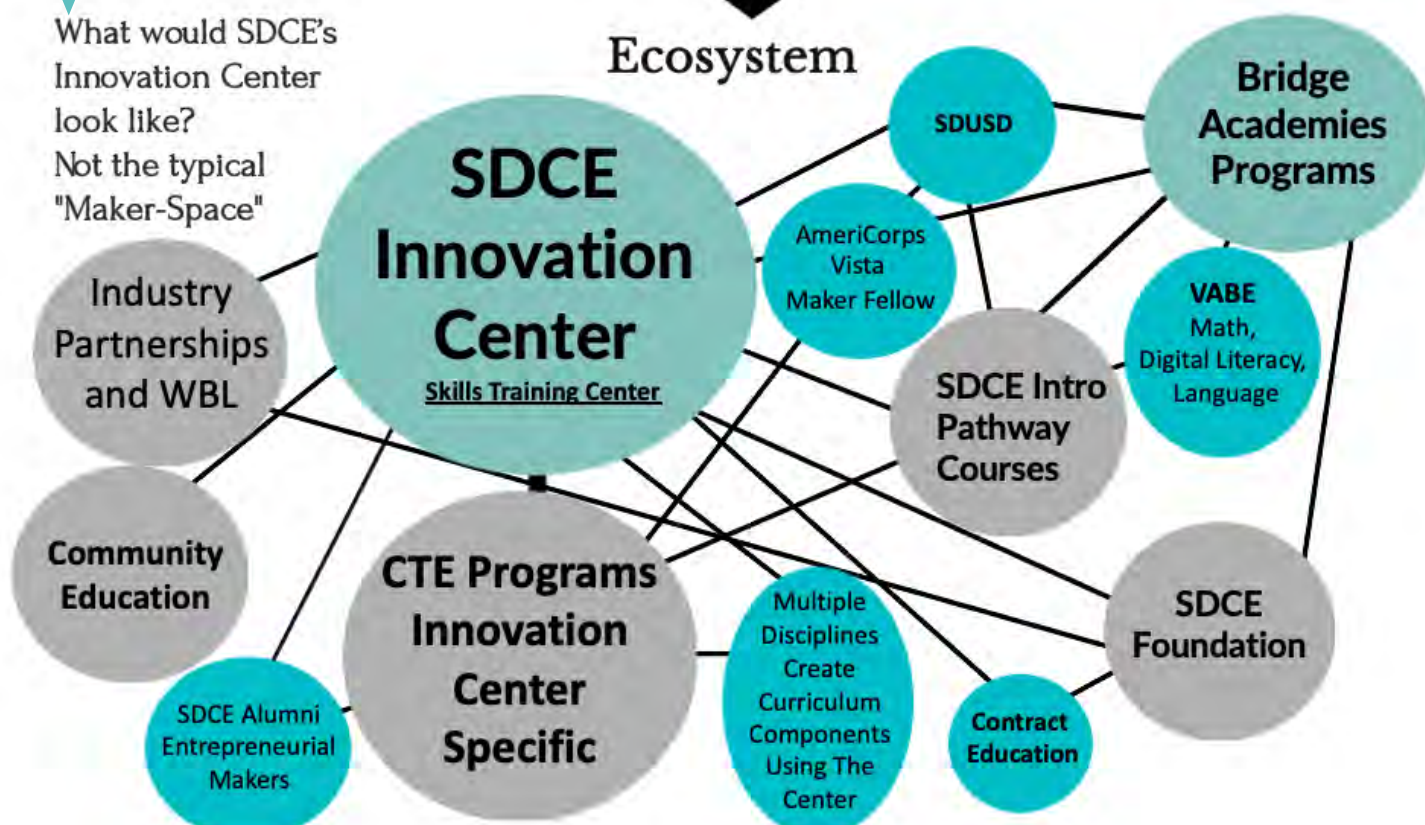
Press "Go"

Summer 2020 Work Group

A Digital Fabrication Skills Training Center

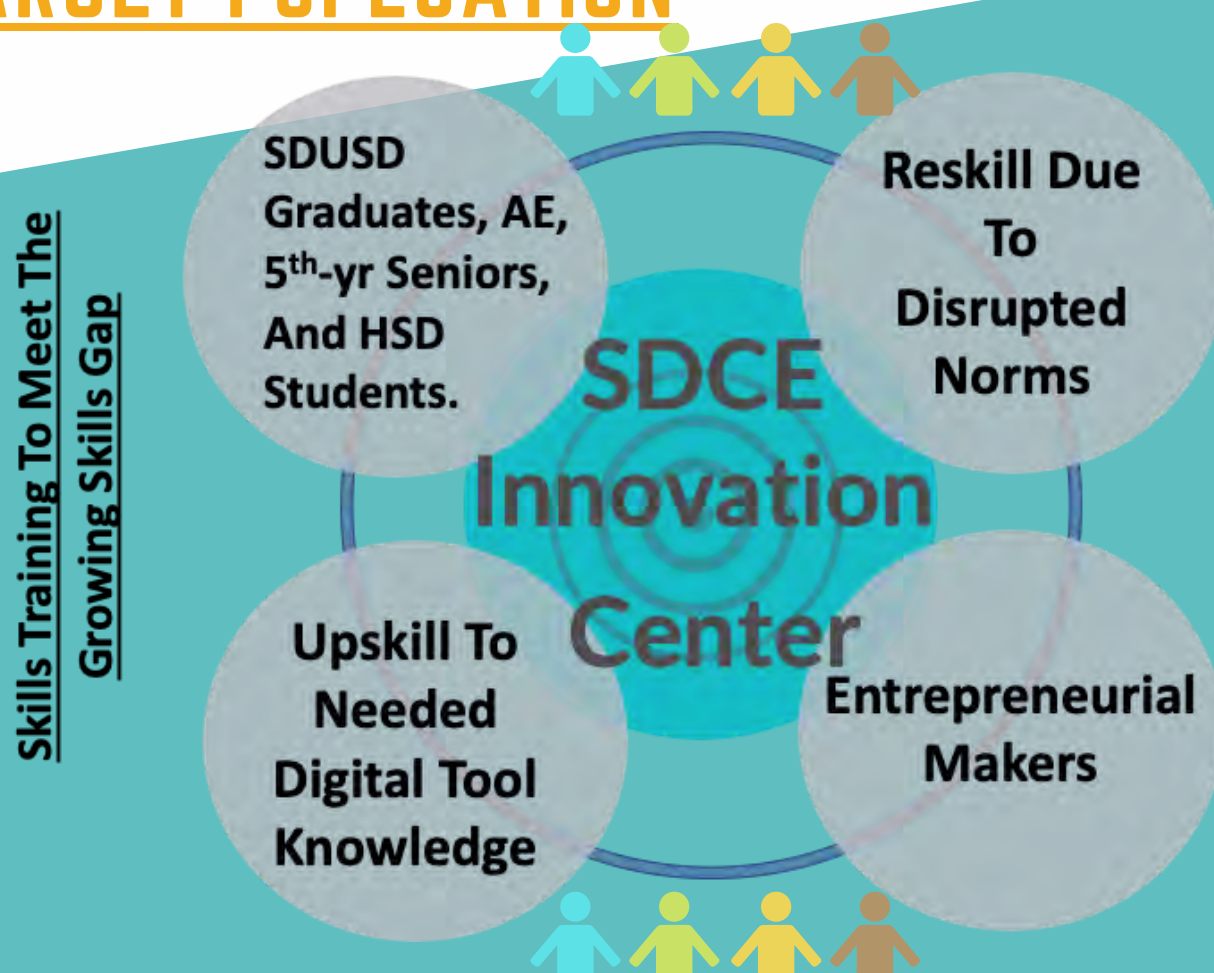
What would SDCE's Innovation Center look like?
Not the typical "Maker-Space"

Ecosystem



First Phase Focus: Digital Fluency Manufacturing

TARGET POPLUATION



TOP IN DEMAND

SKILLS

21st

Century

Manufacturing



Digital Fluency



Write & Understand Code



Program Machines & Devices



Digital Aided Fabrication Experience

WAVE!!

Innovation Center/Bridge Academies
Summer 2020 Work Group Recap

3 Three Programs Proposed

Digital Fabrication Essentials

3 - course
180 hr program

- *Digital Fabrication Essentials
- *2D Fabrication
- *3D Fabrication

1

SolidWorks Certification

2 - course
120 hr program

- *Intro to 3D Parametric Modeling with SolidWorks
- *Advanced 3D Parametric Modeling with SolidWorks

2

Bridge Academies Program

- 4 weeks
160 hr program
- *Week 1 - CCR INDP 500 course
- *Week 2 - Intro CTE course
- *Week 3-4 - Indepth Digital Fabrication Experience

3

MISSION (DRAFT)

The _____ fosters and facilitates innovation and creativity through accessible and equitable maker-centered learning experiences. Rooted in open, inclusive and collaborative principles, _____ provides relevant growth opportunities for self-differentiation and community building through a focus on digital technologies and 21st century skills in the workplace.



The Z²¹ Project

Principles of Zetta

- How can we prepare for the unimaginable. There are jobs that don't exist yet that we need to be preparing students for.
- 21st Century skills today for the workforce of tomorrow
- The Nexus of industry, participant experience and resources

21st Century Skills

- Collaboration and teamwork
- Creativity and imagination
- Critical thinking
- Problem solving
- Flexibility and adaptability
- Global and cultural awareness
- Information literacy
- Leadership
- Civic literacy and citizenship
- Oral and written communication skills
- Social responsibility and ethics
- Technology literacy
- Digital literacy
- Initiative

Z²¹Project

We Do Tomorrow
Today

Join The
Revolution i4.0



The Revolution Is Already Well Under Way!



CALIFORNIA ADULT EDUCATION PROGRAM

Technical Assistance Project

(/en/)

(/en/)



October 26 - 29, 2020
8:30 am to 2:30 pm PST



NO TRAVEL NEEDED



BREAKOUT SESSIONS



About the Event

CAEP Summit 2020 is ideal for the consortia leads, coordinators, administrators, and teachers in the network of California adult education providers under the California Adult Education Program. This event will offer relevant and new information through dynamic presentations with emphasis on working creatively and collaboratively to support adult learners through unprecedented change.

Why attend

Adult Education is at a crossroads. The COVID-19 induced pandemic, the state of the economy and racial unrest has pivoted adult education programs into uncharted territory, but CA adult educators continue to rise to the challenge. If you are looking for innovative, impactful practical tools, strategies and resources to implement at your school site, this conference is for you. If you enjoy learning from your adult education colleagues, this conference is for you.

Agenda

Day 1, October 26, 2020



Student Technology Intake Survey

If you have filled out this survey already, you do not have to fill it out again.

A printable PDF version of this survey is available for download here: [Student Technology Intake Survey \(/Content/Documents/StudentTechIntakeSurvey-r1-a11y.pdf\)](#)

1. What school are you going to: *

Select School



2. What is your first and last name?

First *

Last *

3. If you attended our school in the past, what was your teacher's name?

4. What classes or programs are you interested in? *

- ☐ Basic Skills
- ☐ High School Diploma
- ☐ High School Equivalency (GED, HiSET, TASC)
- ☐ English as a Second Language
- ☐ Citizenship Preparation
- ☐ Career Technical Education
- ☐ Workforce Preparation

5. What are your career, employment, or educational interests or goals?

6. Do you use email at home or at school? *

- ☐ Yes ☐ No

7. If you use email at home or at school, what is your email address?

8. What is a cell phone number where you can be reached?

9. Is your cell phone a smart phone? *

- ☐ Yes ☐ No

10. Have you ever taken a class online? *

- ☐ Yes ☐ No

11. What is your feeling about learning online? *

- ☐ I will continue to learn online. ☐ I don't think I can learn online right now.

12. Which device(s) do you or can you use for online learning? (Check all that apply) *

- ☐ Cell phone
- ☐ Tablet
- ☐ Laptop or computer
- ☐ None (I don't have a device)

Other

13. Do you share this computer, laptop, or other device with others at home? *

☐ Yes ☐ No

14. How do you connect to the internet? *

- ☐ Through my phone
- ☐ Wifi/Internet connection in my home
- ☐ Personal Hotspot
- ☐ WiFi in the community

Other

15. Do you have data limits at home or on your phone that would keep you from learning? *

☐ Yes ☐ No ☐ I don't know

16. Do you have a quiet place to study at home? *

☐ Yes ☐ No

17. Please mark the items below that would help you to study online. (Check all that apply) *

- ☐ I do not need additional help
- ☐ a device to help me study online
- ☐ help to get on the Internet like a mobile hotspot
- ☐ help getting into my online textbooks and/or classes
- ☐ technical help fixing or using online stuff
- ☐ flexible study times

Other

18. How did you hear about our school?

- ☐ Website
- ☐ Catalog
- ☐ Family or Friend
- ☐ Advertisement

Other

* indicates required fields



Fall Adult Ed Opening Plans Survey

* Required

Email address *

Your email

Agency/School Name: *

Your answer

Individual completing the survey: *

Your answer

Title of Individual completing the survey: *

Your answer



What is your agency/school's plan for offering Adult Ed classes in the fall semester? *

- ☐ Traditional class in person
- ☐ Hybrid class with in person and online
- ☐ All Online

If Hybrid classes are being offered, how many days a week will in person classes take place?

Your answer _____

How will students register for fall? *

- ☐ In person
- ☐ Online

How will your agency/school offer student assistance if needed to register? *

- ☐ Available by phone
- ☐ In Person
- ☐ Via Email
- ☐ All of the above



What support services will continue to be offered?

	In Person	Online	Both	Neither
Student Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitioning Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to other agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are unable to offer services currently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How will your agency be assessing students for fall? *

- ☐ In Person
- ☐ Online/Remotely
- ☐ Both
- ☐ Unable to assess at this time



What programs are impacted due to COVID and not fully offered? *

- ☐ Adult Basic Education (ABE)
- ☐ Adult Secondary Education (ASE-High School Diploma/Equivalency)
- ☐ English as a Second Language (ESL)
- ☐ Career Technical Education (CTE)
- ☐ Adults With Disabilities (AWD)

How was the program impacted? Choose all that apply. *

- ☐ Reduction hours (classroom time)
- ☐ Limited enrollment
- ☐ More teacher prep time required
- ☐ Other: _____

Have school districts or community based organizations where you offer Adult Ed classes given any notice or plans that might impact the availability of classrooms for Adult Ed use?

- ☐ Yes
- ☐ No
- ☐ Maybe



How will your agency continue to outreach and recruit students during the fall semester? (Check all that apply) *

- ☐ Catalog Online/Website
- ☐ Social Media
- ☐ Public Service Announcements
- ☐ Teacher Phone Calls
- ☐ Emails
- ☐ Texting
- ☐ Print Media
- ☐ Friends and Family /Word of Mouth
- ☐ K-12 District Communications
- ☐ Other: _____

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