Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 30, 2018, 9:35 PM UTC Action Taskman

48 San Diego Adult Education Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

Focus on increasing functional governance structures, effectiveness, and alignment of strategies as supported by budget and data. The SDAERC membership has changed significantly with new administrator level and additional representatives. Collaborative implementation of objectives will be critical especially those related to guided pathways supporting student learning and transitions. Concentration on the purposeful analysis of member and consortium level efforts and data. Increased communication efforts and systems to define and implement tactical strategies for improved outcomes and increased collaboration. PY 17/18 Accomplishments: 1)Expanded representation on the SDAERC, 2) Revised governance charter and corrections to the allocations to align with original intent of funding split, 3) Enhanced of integrated planning (SDCE), joint-member planning and starting to use online software to track objectives and aligning categorical funding streams (SDCE), 4) Staffing to manage and plan institutional research activities for data backed decision making, 5) Increased joint-member planning, 6) Noncredit report and subsequent recommendations recognized as a best practice, 7) Noncredit program marketing and messaging, including the use of student centered stories, 8) Advances in the institutionalization and establishment of the Academy for College Excellence (ACE) model, 9) Course creation, revisions, and enhanced instructional materials to better reflect credit standards, and/or to meet the demands of industry and/or to meet the needs of students, 10) Initiated planning and implementation for industry sector focused and pathways integrated with ABE and ESL e.g. Integrated Education and Training (IET) models, 11)Increased capacity related to AEBG through increased clerical/office staff to support communication, program level marketing, coordination of department level planning and training, collection and tracking of program level statistical data, coordination of community outreach, and to support community partnerships, and 12) Increased capacity for instructional program delivery by hiring instructional assistants in key programs, 13) Increased capacity for instructional programs, including online and hybrid courses, and supports for classroom technology, 14) Increased community and student outreach by creating outreach ambassador positions, and 15) PD Academy and mentorship model for new faculty and classified staff.

Regional Planning Overview

The SDAERC will present a project management outline for the development of the Strategic Plan (3 year plan) at its fall meeting (September 2018). This will include the development and presentation of a project management overview for SDAERC review. This will include recommended steps, deliverables and timelines for developing the Strategic Plan (3-year plan). We have looked at and are considering the use of elements for the Human Centered Design approach. In addition, we will collaborate with the SD Imperial County Super Region. With SDCE's formation of the Office of Planning, Research and Institutional Effectiveness there will be additional supports for the Strategic Planning (3-year plan) efforts. We also will approach the planning process with the various other systemic changes and new categorical funding streams (SWP, Perkins, SSSP, SEP, & Guided Pathways) that are calling for greater collaboration for pathways and supporting transitions from SDUSD and SDCE AE programs to Career Technical Education, post-secondary placements, and employment.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need to establish a steering committee to oversee planning and any needed work groups that will evaluate data on a closer level and monitor strategy effectiveness

How do you know? What resources did you use to identify these gaps?

Executive Board discussions and other work groups. Move to expanded steering committee governance model

How will you measure effectiveness / progress towards meeting this need?
Groups will meet regularly and keep notes on progress. SDAERC will be reengaged to guide data reviews, discussions, and benchmarks.

Regional Need #2

Gaps in Service / Regional Needs
Need for common professional development to support student gains, achievement, and transitions

How do you know? What resources did you use to identify these gaps?
Faculty do not have access or shared time between member institutions and even between programs (SDCE) thus a lack of understanding exists in the alignment of programs and goals

How will you measure effectiveness / progress towards meeting this need?
Observing the implementation of strategies and reviewing the effectiveness of implementation.

Regional Need #3

Gaps in Service / Regional Needs
Lack of defined protocols and processes (that either do not exist, are in paper documents and not compiled, or are not commonly known by program stakeholders) to identify and track students transitioning between member agencies.

How do you know? What resources did you use to identify these gaps?
Lack of data that can be reported and analyzed, TE and MIS data gaps, lack of defined transition process of students from SDUSD and SDCE that has been shared and discussed at SDAERC and that produces data that can be reported and analyzed.

How will you measure effectiveness / progress towards meeting this need?
Establishment of defined and commonly shared communication systems, protocols and ways to report on transitioning students between SDCE and SDUSD. Formation of a work group to identify and explore options to address challenges. Interface with JECC to determine their role and work on the issue. Explore the possibility of SDUSD using TOPSPro Enterprise data for SDUSD AE students transitioning to SDCE. Move away from paper processes that do not compile results, and Increase the use of technology to track transitions without FERPA or other student information issues.

Regional Need #4

Gaps in Service / Regional Needs
Need practices that integrate the Local Workforce Development Board (LWDB) services and systems with the regions? adult education services and systems

How do you know? What resources did you use to identify these gaps?
Examine existing and potential resources and partnerships, including exploration of training connections (co-enrollment) and co-locations

How will you measure effectiveness / progress towards meeting this need?
Increased enrollment in programs and services and access to increased funding for mutual benefit with participating organizations

Regional Need #5

Gaps in Service / Regional Needs
Provide enhanced instructional materials and undated classroom technologies and infrastructure

How do you know? What resources did you use to identify these gaps?
Review of standards demonstrates need for stronger alignment and through student feedback, differentiated student learning needs

How will you measure effectiveness / progress towards meeting this need?

Student feedback, class observations, readiness for college courses.

Gaps In Service

New Strategies

Strategy #1
Strategy #1 (Outreach Student) Conduct targeted Student Recruitment to increase student and community access to AE programming, increase enrollments, and increase access to Student Services.

Strategy #2
#2 Conduct outreach activities that result in increased number and depth of community partnerships, with CBOs & Public/Government Agencies, that result in referrals, increased enrollments, enhanced supports for students, and an increase of brand/name recognition for noncredit AE programs. #3 Conduct workforce development outreach activities focused on employer and industry partnerships that result in increased work-based learning and job placements for students in order to support students

Strategy #3
Strategy #4 (Outreach Marketing Campaigns) Increased capacity to provide marketing and outreach efforts related to signage, media campaigns, social media, advertisements, and other collateral materials that result in heightened brand/name recognition, increased enrollments, targeted program outreach, and utilization of web presence (e.g. website).

Strategy #4
Strategy #5 (Institutional Effectiveness Personnel) Maintain the levels of staffing capacity to manage and plan institutional planning, research and effectiveness activities including an institutional research agenda for data-based decision making for AEBG services.

Strategy #5
Strategy #6 (Accountability Personnel) Maintain AEBG grant and program management including administrative capacity, clerical office supports, and accounting supports related to the increased reporting and accountability associated with AEBG and the SDAERC.

Seamless Transitions

New Strategies

Strategy #1
Strategy #1 (Data to Inform Instruction and Placement Outcomes) Increase use of and incorporation of LMI and guided pathways approaches at key program entry points to better support students for course placement leading to increased enrollments and completions.

Strategy #2
Strategy #2(Student Services) Coordination between SDUSD & SDCE counseling and student services specifically to support transition services (communication, tracking, and process engineering) for SDUSD students to transition to SDCE programs with specific tactics to support an emphasis on ASE, ESL and CTE.

Strategy #3

Strategy #3 (Student Services and Placement Outcomes) Increase the capacity for for college and career transition services, including job placement services.

Strategy #4

Strategy #4 (Instructional Programs) Assess need and expand locations for offering courses, where appropriate, specifically for increased access by SDUSD AE students and the community, including the ability to offer SDCE adult education courses at new community locations including SDUSD AE sites.

Strategy #5

Strategy #5 (Outreach and Student Services Personnel) Hire and/or assign various noninstructional staff positions, including mentors, aides, student services, and outreach staff, to support enrollment, retention and progress of students in adult education programs.

Student Acceleration

New Strategies

Strategy #1

Strategy #1 (Instructional Programs Curriculum) Development of new and/or revised course outlines and instructional materials that align with industry standards, focus on student readiness for work, increased transition to credit college, and incumbent worker upskilling and promotion. Strategy #2 (Instructional Programs Curriculum)Coursework development that aligns with credit courses, including the development of articulation agreements (credit by exam), in order to increase transitions.

Strategy #2

Strategy #3 (Instructional Programs Curriculum) Development of course outlines and instructional materials that use distance education and hybrid learning, as well as increase access to Open Educational Resources (e.g. Zero Textbook Initiatives), that result in increased access, increased student enrollment, increased section offerings, increased student retention through programming that is responsive to their needs.

Strategy #3

Strategy #4 (Instructional Programs Curriculum) Development of models to offer Integrated Education and Training (occupational skills, workforce readiness, coupled with Adult Basic Skills or ESL) through course outline development, new instructional models, and instructional materials .

Strategy #4

Strategy #5 (Student Services): Develop additional student support services and programming to support special populations of students in order to increase enrollments, increase retention through programming that is responsive to their needs. Includes various Student Equity populations.

Strategy #5

Strategy #6 (Instructional Programs Curriculum) Align and standardize high school diploma requirements and instructional practices between SDUSD and SDCE including exploring the possibility of sharing CASAS placement information, reviewing course outlines, developing common course outlines where applicable, and developing common instructional content and curriculum. Strategy #7 (Instructional Software) Increased use and application of shared instructional software for HSDP.

Professional Development

New Strategies

Strategy #1
Strategy #1 : Identify and attend conferences and external professional development opportunities that are specific to funding source (ex: AEBG Annual Summit) as well as local, regional and state events which support the implementation of the noncredit priorities (and AEBG/ SDAERC strategies). Strategy #2: Host and/or sponsor PD efforts aligned to SDAERC strategies and priorities, by member and/or across consortium, ncluding key topics related to serving special populations.

Strategy #2
Strategy #3: (Professional Development) Ensure adequate Professional Development offerings and equitable access that align to AEBG priorities and that intentionally include teams of key constituencies both across departments and across member agencies (e.g. instruction, student services, classified staff, administrators,Instutinal effectiveness, and community stakeholders/partners.)

Strategy #3
Strategy #4: (Professional Development) Share learning and institutionalize effective practices gained through Professional Development participation with intentional efforts to gather, share and use learnings to inform continuous improvement and effectiveness of practices related to SDAERC priorities.

Strategy #4
Strategy #5: (Professional Development) Host professional development opportunities between member agencies focused on student services for current and potential students served by member agencies with an intention to understand and improve transition points including: access, enrollment, and guided pathways between academic programs.

Strategy #5
Strategy #6 provide Professional Development focused on industry trends including Labor Market Information (LMI) in order to increase the focus on and utilization of industry engagement, industry standards, and demand side needs, including technology tools, in current and new CTE programs. Ensure the Professional Development approach integrates with Student Services offerings. Ensure training across programs, including the Office of Planning, Research and Institutional Effectiveness.

Leveraging Resources

New Strategies

Strategy #1
Leverage SWP: 1) Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students; 2) Develop and broadly publicize industry-informed career pathways, 3) Develop regional leadership and operational partnerships 4) Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs.

Strategy #2
Leverage Perkins: 1) Provide students with strong experience in and understanding of all aspects of an Industry, which may include work-based learning experiences, 2) Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs on various topics on topics; and 3) Institutional collaboration with organized labor and business and industrial organizations.

Strategy #3
Continue to expand and utilize the existing partnership, required under WIOA II: Adult Education Family Literacy Act grant, with the LWDB in order to increase access points, increase enrollments, and increase job placement services.

Strategy #4
Continue to expand and utilize the existing partnership with the LWDB to provide wrap around supports for adult learners who are Opportunity Youth that will lead to increased access, increased enrollments, student persistence, and guided transition to college and/or careers supports.

Strategy #5
Continue to develop partnership with the operating model for the WIOA funded America's Jobs Center of California (aka AJCC or One Stop Career Centers) to expand offsite classroom locations, leverage and partner with the AJCC business services structures leading to job placement services and other career transition supports. (Examples: TechHire, Gateway to College, and San Diego Rescue Mission)

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.
The PY 18/19 Budgets are being finalized and justification based on specific budget allocations will be provided.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.
The PY 18/19 Budgets are being finalized and justification based on specific budget allocations will be provided.

Certification

San Diego CCD, Member Representative
Kelly Henwood Michelle Fischthal
Approved
2018-08-16

San Diego Unified School District, Member Representative
Andrea Vinson Al Love
Approved
2018-08-16