San Diego Adult Education Regional Consortium (SDAERC)
2015-2016 Plan

While collaboration between the San Diego Community College District and the San Diego Unified School District is not a new one, AB 86/AB 104 has renewed the conviction to achieve what is the most ambitious goal in the past 100 years: to change the structure of adult education in the San Diego region. When this goal is met, opportunities for adults will grow in both breadth and depth, transitions into the workforce or post-secondary learning will improve; individuals who are learning English, obtaining a high school diploma or those with disabilities will see opportunities increase. The mission and vision is to provide ongoing learning opportunities and prepare diverse students for advancement—assisting students to transform their lives.

To achieve this ambitious goal, the SDAERC in year one (1) will:

- Begin the process to align and standardize high school diploma curricula, placement assessment (CASAS), course mastery standards, and Career Technical Education embedded course content to ensure that the dually offered High School Diploma Program is aligned and standardized.
- The SDUSD program will establish 2 additional Adult Basic Education sites and 2 additional Adult Secondary Basic Education sites (adult high school diploma.)
- The SDUSD program will purchase needed technology for all sites.
- The SDUSD will employ additional instructional mentors to support students.
- Explore, implement and analyze student outcome in order to determine the strength of programs
- Reevaluate programs within the consortium to assure that curriculum is aligned and proficient instruction is employed to deliver said curricula
- Support on-going professional development
- Improve communication paths
- Provide counseling support
- Investigate, access website, newsletter and other communication support

AEBG Regional Assessment Plan

SDAERC will use CASAS TOPSpro Enterprise (TE) to track enrollment, demographics and learner outcomes, and CASAS eTests to track learning gains and performance. TE is the system used by all WIOA/AEFLA Title II federally funded agencies in California and complies with all of the OCTAE National Reporting System (NRS) data requirements for both state and federal reporting. It has been implemented successfully for state and federal reporting for over 15 years. CASAS assessments are approved by OCTAE for monitoring of student progress and level and program completion for all levels of Adult Basic Education, English Language Acquisition, and Adult Secondary level, and the CASAS appraisals are also approved by the California Community College Chancellor's Office (CCCCO) for program placement in the California Community Colleges.

The key ingredient to seamless transitions from Elementary and Basic Skills programs to other academic or career pathways is program alignment.   It is critical that agencies are aligned between

sites within an agency as well as between agencies within the region to ensure student success. As discussed above, work will begin on the alignment of placement assessment instruments, curricular course content, course/objective mastery assessments and rubrics. The re-establishment of the JECC, as discussed in 2.2b above, will serve as the vehicle for this important work. Successful completion of this objective will not only result in a significant increase in the number of high school diplomas and/or equivalency certificates awarded but will also thoroughly prepare students for what comes next in their academic or career endeavors.

The strength of the programs within the consortium is measured by their efficacy: Are the programs effective? Do students reach their goals? A key element in designing effective programs and instruction, developing effective faculty and support services through well-targeted professional development, and building mutually beneficial partnerships is the assessment of outcomes as student's transition beyond our programs. The only way to know if the goals of the regional consortium are met is to track those outcomes carefully. The SDAERC will:

- Explore ways to track outcomes through the system for all learners, including those not currently captured.
- Explore the use of a statewide learner identification system to better track students.
- Use data consistently to form policy and inform procedural and funding decisions.
- Implement data-driven program improvement from year one that provides regular increases in the percentage of students who transition annually.
- Analyze student outcomes and employment, including the number and type of certificates or degrees attained; transition rates from basic skills to progressively higher levels of coursework; employment outcomes, including wages, benefits, retention, pay upgrades and promotions; relationship of jobs secured to student field of study.
- Track longitudinal data on learning gains and employment outcomes and disseminate this information statewide.
- Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.
- Create a clerical position to spearhead the tracking of data.
- Increase the percentage of students who transition annually.

Work to further develop a system for tracking supportive services provided to students and evaluate the relationship between the provision of these services and student success.

Other Key Integration and Seamless Transition Activities

4.1c(1). Activity	Which department	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Create and host an information event for special education faculty and staff from local high schools to clarify the information that students need to know in order to successfully transition. This information will include the referral process, documentation requirements, personnel contact information and updates on information about current educational programs offered through SDCE	DSPS	7/1/15-6/30/16	SDCE	Increased collaboration Increased ability to track transition Increased inquiries/ counseling appointments The event will become 'annual'	
Utilize the same student assessment system (CASAS) to collect, process, and report student outcomes (Barbara ESL)	ESL				
Implement E-CASAS test assessment tool pilot (Lorie ABE/ASE) Utilize the same student placement instrument	ABE/ASE				
Implement the utilization of the paper bASEd CASAS test assessment tool to track and monitor all student progress	ABE/ASE CTE				
Hire Research Associate & Administrative Technician to begin planning process for program support out of the Office of Institutional Effectiveness to address Accountability/Progress Indicator Tracking	Institutional Effectiveness				
Begin research, create plan and purchASE an Assessment and Tracking Outcomes system (planning, program review, accreditation) (all Deans)	Institutional Effectiveness				
Hire a Planning Assistant (all Deans) Administrative Technician	Institutional Effectiveness				
Hire a Special Projects	CE Admin				

4.1c(1). Activity	Which department	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
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Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity		4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Ensure that curriculum design reflects postsecondary and occupational training contexts	**HEALTHCARE**	7/1/15-6/30/16	**SDCE**		
Revise/create curriculum including online offerings • **Develop online and hybrid courses** • **Revise/create energy efficient curriculum (CTE)**	**DSPS** **BIT** **ESL** **HEALTHCARE** **ABE/HSE** **HSDP** **CTE** **PARENT ED** **HCS**	7/1/15-6/30/16	**SDCE**	**Increased enrollment in online and hybrid courses**	
Reevaluate program plans and implementation periodically	**HEALTHCARE**	7/1/15-6/30/16	**SDCE**		
Reevaluate workforce needs and demands for overall alignment	**?**	7/1/15-6/30/16	**SDCE**		
Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs, as well as students' interests, goals, and success	**?**	7/1/15-6/30/16	**SDCE**		
Maximize use of technology by integrating technology in the classroom, ensuring that learners acquire technology literacy skills essential to postsecondary education and the workplace	**ABE/ASE** **DSPS**	7/1/15-6/30/16	**SDCE**		
Upgrade classroom equipment and technology including but not limited to • **Upgrade BIT technology and classroom labs** • **Remodel ECC kitchen to increase Culinary Arts and Sciences course offerings** • **Mid-City Campus – 21 ESL classrooms** • **Mid-City Campus – 2 ABE**	**BIT** **HCS** **ESL/ABE Mid City** **ECC smart classrooms (PE, CTE, ASE)** **CTE media lab**	7/1/15-6/30/16	**SDCE**		

classrooms • **Upgrade ECC 144 to a 'smart classroom' (Lorie Parent Ed)** • **Convert 3 ECC classrooms to Smart Classrooms (77, 78, 79)** • **ECC media room wiring requirement**					
Hire a Social Media/Web Designer to provide access through website development support	**ALL**	7/1/15-6/30/16	SDCE	Increased student enrollment Increased data ability to track students	
Hire an Outreach Coordinator/Community Liaison	**ALL**	7/1/15-6/30/16	SDCE	Increased student enrollment/interest lists	
Ensure currency and a reflection of industry standards in all courses		7/1/15-6/30/16	SDCE	Increased competitiveness for SDCE students in the job market.	Number of students who gained employment Number of students who received interviews Wage earned
Hire instructional assistants • **1 Evening Culinary Arts and Sciences Program** • **1 Computer Science IA - evening programs** • **1 Instructional Lab Tech – Net Lab Extension** • **2 Instructional Lab Technicians Welding, Electronics** • **3 Instructional Assistants –Auto Tech, Welding**	**Health HCS BIT—2 CTE – 2 Instructional Lab Tech CTE –3 Instructional Assistants**	7/1/15-6/30/16	SDCE	Increased completion rates Increased employment rates	
Hire classified staff to support reporting, timeline, and other AEBG requirments • **8 Senior secretary**	**All**				
Hire career counselors/job placement begin development of plan and calendar to assist with job placement and student education plans	**CTE (job placement)** **ALL (plan calendar)**			Increased number of students with student education plans Increased number of students utilizing counseling support services	
Hire Curriculum Specialist (Faculty non-classroom)	**BIT**				
Develop an Outreach Tracking		7/1/15-	SDCE		

system		6/30/16			
Align high school course curricula		**7/1/15-6/30/16**	**SDCE SDUSD**	**Seamless transition of students**	
Embed ASE courses with relevant, conceptualized CTE content		**7/1/15-6/30/16**	**SDUSD**		
Develop an ABE curriculum that will meet the needs of students at the first through sixth –grade reading levels enabling students to acquire the skills necessary to successfully transition into ESL, high school diploma, vocational education or the job market.		**7/1/15-6/30/16**		This curriculum will be utilized at all CE ABE sites to ensue program alignment and expectations between all CE site locations.	
Ensure that all CE sites offering Elementary and Secondary Basic Skills course offerings follow the same operational procedures and will work to establish uniform course standards and student expectations		**7/1/15-6/30/16**		to ensure learners will be able to seamlessly transition between CE sites or from a CE site to a SDUSD site.	
The SDCCD/CE program will begin work on developing math and science courses needed for students pursuing the adult education high school diploma.		**7/1/15-6/30/16**		Successful completion of this objective will prevent CE students from having to concurrently enroll in other adult education programs to complete high school diploma requirements in these subject areas.	
Two new ABE sites will be opened in the SDUSD to address the needs of adult learners whose reading and/or math skill levels are below high-school level. One program will be opened in the North end of the district; the second program will be opened in the central part of the district. The establishment of these programs will address the needs of the many students who wish to enroll in the ASE high school diploma program but don't possess the skills necessary to master high-school level work		**7/1/15-6/30/16**	**SDUSD**	. The establishment of these new ABE programs will provide students with the opportunity to seamlessly transition into the adult high school diploma program, vocational education, or the job market.	
Two new ASE Basic Skills (high school diploma) sites will be established in the SDUSD district to provide access to students living in the North end of the district as well as the central area of the district.		**7/1/15-6/30/16**	**SDUSD**	The opening of these new sites will provide needed access for many more students in the region to obtain the adult high school diploma.	

In an effort to ensure ongoing communication and collaboration between member agencies, the Joint Executive Coordination Committee (JECC) will be re-established. The JECC was originally established when the SDUSD and the SDCCD/CE entered into a Delineation of Function Agreement which has been the guiding document for this long-standing partnership for many years.		7/1/15-6/30/16	SDUSD	The re-establishment of this committee will serve as a unifying Program Area 1 link between member agencies. The JECC will monitor the progress and completion of AB86 Plan objectives and will foster an ongoing open forum for communication and collaboration. The JECC will also ensure that AEBG resources are leveraged effectively and efficiently in an effort to provide a regional adult education program of excellence.	
All SDUSD sites will be provided with new computers to replace the very old systems that are currently being used.		7/1/15-6/30/16	SDUSD	This technology will not only assist students with academic and/or employment-related activities in the classroom, but will provide students with the skills necessary to be successful as they transition into a technological world.	
In order to provide students with the one-on-one support needed to successfully transition to college and/or the workplace, eight additional (college student) instructional mentors will be hired to serve in the SDUSD program. These individuals will serve as "navigators" as they help students acquire the skills necessary for a successful transition. Instructional mentors support students with academic course work as well, and are able to provide encouragement and understanding to many students who have experienced educational failure in the past. This program has been in place for many years and need has warranted its expansion.		7/1/15-6/30/16	SDUSD		
Adult education faculty and staff from both agencies		7/1/15-6/30/16	SDUSD SDCE	Staff development opportunities will not	

				only provide relevant learning opportunities, but will also build strong teams of mutual respect and trust between agencies.	
will be provided with staff development opportunities. This joint staff development effort will address areas of need identified by both agencies. Opportunities related to student persistence and acceleration will be offered.					

Key Activities for Accelerating Student Progress

4.3a. Activity		4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Develop program similar to CBET model offering child care	ESL PE	7/1/15-6/30/16	SDCE	Increased enrollment Increased transition	
Expand VESL and modified I-Best programs	ESL CTE	7/1/15-6/30/16	SDCE	Increased enrollment and retention in courses	

Key Activities for Professional Development Collaboration

4.4a. Activity		4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Develop and implement curriculum training including SLO and syllabi for instructors	HCS	7/1/15-6/30/16	SDCE	As stated above	curriculum training including SLO development and syllabi training
Create a subject based faculty collaborative for high school equivalency test content areas	HCS				
CE Professional Development • Curriculum training including SLO and syllabi for classified technical training to support programs (ie. MS Office) • administrative leadership training • Tracking system training • workforce training • e-casas faculty	DSPS ESL CTE BIT	7/1/15-6/30/16	SDCE	As stated above SDCE employees seamlessly	community college training classified technical training to support programs (ie. MS Office)

4.4a. Activity		4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
• certification training • **Faculty technical training** • **Technical and teaching certifications professional development**				**work together with adequate knowledge to accomplish the goals of moving adult learners from entry to college and/or career.**	

Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

4.5a. Activity		4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Build partnerships with businesses that are mutually beneficial							
Work with key stakeholders to identify regional skill needs and design and provide career pathway programs that target those needs							
Align resources to support adult education career pathways goals. The following specific actions are planned to help realize these commitments							
Provide leadership and	**San Diego/ Imperial**	**San Diego North Consortia**			**Monthly meetings**		

4.5a. Activity		4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
participate in AEBG 'Super Region'	**Counties AEBG Super Region**	**San Diego East Consortium** **San Diego South Consortium** **MiraCosta Consortium**					