# San Diego Adult Education Regional Consortium (SDAERC)

AEBG 3 Year Plan

Year 1 status 6/30/16 (in red)

AEBG 3 Year Plan update 5/23/17 (in blue)

**While collaboration between the San Diego Community College District and the San Diego Unified School District is not new, 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 including (but not limited to) those who are learning English, obtaining a high school diploma and/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.**

**AB86/Year 1 update: Work on the AB86 planning grant continued through December 31, 2015. AB104 funding was not distributed to Consortia until early Spring 2016. Most of the activities listed below required infrastructure approvals, bids, personnel action procedures, that slowed the progress towards closing the gaps towards student success. Listed below are the year 1 goals with status and how the status affects year 2 planning.**

**To achieve this ambitious goal, the SDAERC in year one (1) and year two (2) 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. Some curriculum revision work has started, but in year 2, SDCE and SDUSD will proceed on this goal for year 2.**
- **Expand, for example, SDUSD program will establish 2 additional Adult Basic Education sites and 2 additional Adult Secondary Basic Education sites (adult high school diploma.) SDUSD did expand and is analyzing the results of the expansion and implications for year 2,**
- **Enhance, upgrade and expand needed technology for all sites. Approval to meet this goal was granted and bids were approved. Most of the work will start in year 2.**
- **Expand student support, for example, the SDUSD will employ additional instructional mentors. SDUSD did hire mentors and is analyzing the implication for year 2.**
- **Explore, implement and analyze student outcome in order to determine the strength of programs. This work has started in both districts individually be able to collect student outcome data. Additionally, in year 2, Consortium level analysis will begin.**
- **Reevaluate programs within the consortium to assure that curriculum is aligned and proficient**

instruction is employed to deliver said curricula. **Some curriculum work started late Spring 2016, and will continue into year 2.**

- Support on-going professional development. **CASAS training started late Spring 2016. Support will continue in year 2.**

- Improve communication paths. **Will begin work in year 2.**

- Provide counseling support. **A informational event for Special Ed counselors from local high schools was held and so successful that it will become an annual event. Year 2 analysis will include how to define 'success' in terms of student outcomes.**

- Investigate, access website, newsletter and other communication support. **Will expand effort to increase communication in year 2.**

## AEBG Regional Assessment Plan

The 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 Joint Executive Coordination Committee (JECC), 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 continue in year 2 to:

- Explore ways to track outcomes through the system for all learners, including those not currently captured. **In addition, Launchboard is being piloted at SDCE and the expansion of**

<span style="color:red">the use of CASAS as assessment and data collection across programs will be analyzed in year 2.</span>

- 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 and two 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. <span style="color:red">Funding for Instruction Effectiveness was identified for positions to assist in the tracking of data. Each program also received funding to support tracking data. Positions have not been filled and data system is not in place in total, this expanded activity moves on into year 2.</span>
- Increase the percentage of students who transition annually. <span style="color:red">Becomes part of the year 2 analysis.</span>

**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~~ ~~Develop a student tracking process to document outcomes.~~ **Create a communication process for special education faculty and staff from local high schools and SDCE to clarify the information that students need to know in order to successfully transition. Develop a student tracking process to document outcomes** | DSPS-~~CE~~ TRACE-SDUSD | 7/1/15-6/30/16 | SDCE | **Increased collaboration** **Increased ability to track transition** **Increased inquiries/ counseling appointments** **The event will become 'annual'** | Completed and event will become an annual event. Still to determine how to track student outcomes in year 2. |
| **Utilize the same student assessment system (CASAS) to collect, process, and report student outcomes** | ~~ESL~~ **SDCE/SDUSD** ABE/ASE **(Include Joint Diploma) ESL CTE** | | | | |
| ~~Implement E-CASAS test assessment tool pilot.~~ ~~Utilize the same student placement instrument~~ **Utilize the same student placement instrument to track and monitor all student progress.** | ABE/ASE **SDCE/SDUSD (Include Joint Diploma) ESL CTE** | | | | |
| **Implement the utilization of the paper based CASAS test assessment tool to track and monitor all student progress** | ABE/ASE CTE | | | | |

| 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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| 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 | In progress. Expect hires to start in year 2 | SDCE | | |
| Begin research, create plan and purchase an Assessment and Tracking Outcomes system (planning, program review, accreditation) | Institutional Effectiveness | In process and ongoing. Four products were purchased and three implemented in late Spring of year 1 | SDCE | | |
| ~~Hire a Planning Assistant Administrative Technician~~ **Ensure ongoing program support from the Office of Instructional Effectiveness in addressing accountability/ Progress Indicator Tracking** | ~~Institutional Effectiveness~~ | Incorrectly listed in plan. Duplication of previously listed activity | ~~SDCE~~ | | |
| Hire a Special Projects Manager | CE Admin | Done | SDCE | | |

# Key Activities for Addressing Gaps

| 4.2(1). Activity | Which Department | 4.2(2). Timeline | 4.2(3). Consortium Members Involved | 4.2(4). Outcomes Expected | 4.2(5). Method of Assessing Impact |
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| Ensure that curriculum design reflects postsecondary and occupational training contexts | ~~HEALTHCARE~~ **CE VPI, CTE Deans and Faculty** | 7/1/15-6/30/16 **7/1/16-6/30/17** | SDCE | | |
| Revise/create curriculum including online offerings • Develop online and hybrid courses • Revise/create energy efficient curriculum | ~~DSPS~~ ~~ALL~~ ~~DEPARTMENTS~~ **CE VPI, Program Deans and Faculty, CTE Vocational Dean, Curriculum Committee** | 7/1/15-6/30/16 **7/1/16-6/30/17** | SDCE | Increased enrollment in online and hybrid courses | |
| Reevaluate program plans and implementation periodically | ~~HEALTHCARE~~ **CE VPI, VPA, Special Projects, IOE, AEBG Committee, Program Deans and Faculty** | 7/1/15-6/30/16 **7/1/16-6/30/17** | SDCE | | |
| Reevaluate workforce needs and demands for overall alignment | **CE Instructional Services, Special Projects, Student Services and Counseling OIE, CTE Deans in BIT, Culinary, Healthcare and Vocational** | 7/1/15-6/30/16 **7/1/16-6/30/17** | SDCE | | |
| Create an Evaluation Advisory committee to evaluate overall program effectiveness and workforce needs, as well as students' interests, goals, and success | **CE VPI, VPSS, IEO, AEBG Advisory Committee, Program Deans and Faculty** | 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~~ **CE VPI and Program Deans** | 7/1/15-6/30/16 **Bid process started in Spring 2015, activity will continue in year 2** | SDCE | | |
| Upgrade classroom equipment and technology including but | BIT | 7/1/15-6/30/16 **Bid process** | SDCE | | |

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| not limited to **u**pgrade BIT technology and classroom labs, **r**emodel ECC kitchen to increase Culinary Arts and Sciences course offerings, Mid-City Campus 21 ESL classrooms, Mid-City Campus 2 ABE classrooms, **u**pgrade ECC 144 to ~~a~~ 'smart classroom,' **c**onvert 3 ECC classrooms to **s**mart **c**lassrooms', ECC media room wiring requirement, ECC video conferencing capability | ~~BIT~~<br><br>~~HCS~~<br><br>~~ESL/ABE Mid City~~<br><br>~~ECC smart classrooms (PE, CTE, ASE)~~<br><br>~~CTE media lab~~<br><br>**SDCE/ SDUSD**<br><br>**VPA. VPI, ESL Dean, ABE/ASE Dean, CTE Deans** | **started in Spring 2015, activity will continue in year 2** | | | |
| Hire a Social Media/Web Designer to provide access through website development support | ~~ALL~~<br><br>**CE PIO** | 7/1/15-6/30/16 | SDCE | Increased student enrollment<br>Increased data ability to track students | |
| Hire an Outreach Coordinator/Community Liaison | ~~ALL~~<br><br>**CE Student Services and Counseling** | 7/1/15-6/30/16 | SDCE | Increased student enrollment/interest lists | |
| Ensure currency and a reflection of industry standards in all courses | **CE CTE Deans in BIT, Healthcare, Culinary and Vocational**<br><br>**CE Career Center Services/ Student Services** | 7/1/15-6/30/16<br>**7/1/16-6/30/17** | SDCE | Increased competitiveness for SDCE students in the job market. | Number of students who gained employment<br>Number of students who received interviews<br>Wage earned |
| **Hire instructional assistants for the following programs: Evening Culinary Arts (1); Computer Science (1); Net Lab Tech (1); Instructional Office Systems (1); Instructional Lab Tech Welding (1); Instructional Lab Tech Electronics (1); Instructional Assistants Auto Tech, Welding (3)**<br><br> • ~~1 Evening Culinary Arts and Sciences Program~~<br> • ~~1 Computer Science IA - evening programs~~<br> • ~~1 Instructional Lab Tech – Net Lab Extension~~<br> • ~~2 Instructional Lab Technicians Welding, Electronics~~<br> • ~~3 Instructional Assistants –Auto~~ | ~~Health~~<br>~~HCS~~<br>~~BIT – 2~~<br>~~CTE – 2 Instructional Lab Tech~~<br>~~CTE – 3 Instructional Assistants~~<br><br>**CE CTE Deans in BIT, Healthcare, Culinary and Vocational** | 7/1/15-6/30/16<br>**Permission to hire was granted by the SDCCD Board in late Spring of year 1. Activity moves to year 2.** | SDCE | Increased completion rates<br>Increased employment rates | |

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| ~~Tech, Welding~~ | | | | | |
| Hire career counselors~~/job placement~~ to begin development of plan ~~and calendar~~ to assist with job placement and student education plans | ~~CTE (job placement)~~<br><br>~~ALL (plan calendar)~~<br><br>**CE VPSS** | | SDCE | **Increased number of students with student education plans**<br>**Increased number of students utilizing counseling support services** | |
| Hire Curriculum Specialist (Faculty non-classroom) | ~~BIT~~<br>**CE Instructional Services** | | SDCE | | |
| ~~Hire departmental assistants~~<br>• ~~8 Senior Secretaries~~<br>**Hire classified staff as Department Assistants to support Program Deans, VPI and VPA in coordinating and achieving AEBG goals (senior secretary)** | ~~ALL~~<br><br>**CE VPI, VPA and Program Deans** | **7/1/16-6/30/17** | SDCE | | |
| Hire **P**rogram **S**upport **T**ech | ABE/ASE **CE** | | SDCE | | |
| Develop an Outreach Tracking system | **CE VPSS** | 7/1/15-6/30/16<br>**7/1/16-6/30/17** | SDCE | | |
| Align high school course curricula | **SDCE/SDUSD** | 7/1/15-6/30/16<br>**7/1/16-6/30/17** | SDCE<br>SDUSD | **Seamless transition of students** | |
| Embed ASE courses with relevant, conceptualized CTE content | **CE VPI, ABE Dean and Faculty, CTE Deans and Faculty** | 7/1/15-6/30/16<br>**7/1/16-6/30/17** | 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. | **CE VPI, ABE/ASE Dean and Faculty. CTE Deans and Faculty** | 7/1/15-6/30/16<br>**7/1/16-6/30/17** | | 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 to ensure learners will be able to seamlessly transition between CE sites or from a CE site to a SDUSD site** | **SDCE/SDUSD** | 7/1/15-6/30/16<br>**7/1/16-6/20/17** | | 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~~ Develop math and science courses needed for students pursuing the adult education high school diploma.** | **SDCE ASE** | 7/1/15-6/30/16<br>**7/1/16-6/20/17** | | 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. | |

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| ~~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~~<br><br>**Open two ABE sites in SDUSD** | **SDUSD** | **7/1/15-6/30/16**<br><span style="color:red">**Done.**</span><br><span style="color:red">**Analyzing outcome implications for year 2**</span> | **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.~~<br><br>**Open two ASE Basic Skills sites in SDUSD** | **SDUSD** | **7/1/15-6/30/16**<br><span style="color:red">**Done.**</span><br><span style="color:red">**Analyzing outcome implications for year 2**</span> | **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.~~<br><br>**Re-establish the Joint Executive Coordination Committee (JECC)** | **SDUSD** | **7/1/15-6/30/16**<br><span style="color:red">7/1/16-6/20/17</span> | **SDUSD** | -Unify Program Area 1 link between member agencies.<br>-The JECC will monitor the progress and completion of AB104 Plan objectives and will foster an ongoing open forum for communication and collaboration.<br>-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**<br><span style="color:red">7/1/16-6/20/17</span> | **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 tech-nological world. | |

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| ~~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.~~<br><br>**Hire college mentors** | **SDUSD** | **7/1/15-6/30/16**<br>**4 were hired in year 1. Plans are to expand mentoring in year 2** | SDUSD | | |
| **Adult education faculty and staff from both 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.** | | **7/1/15-6/30/16**<br>**CASAS professional development started in late Spring of year 1. PD planning needs to expand in year 2.** | SDUSD<br>SDCE | Staff development opportunities will not only provide relevant learning opportunities, but will also build strong teams of mutual respect and trust between agencies. | |

## Key Activities for Accelerating Student Progress

| 4.3(1). Activity | Which Department | 4.3(2). Timeline | 4.3(3). Consortium Members Involved | 4.3(4). Outcomes Expected | 4.3(5). Method of Assessing Impact |
|---|---|---|---|---|---|
| **Develop program similar to CBET model offering child care** | **CE ESL**<br>~~PE~~ | **7/1/15-6/30/16**<br>**Investigational work was started with respect to the child care aspect funding and liability wise. Decision to be made in year 2 of how to offer this program** | **SDCE** | **Increased enrollment**<br>**Increased transition** | |
| **Expand VESL and modified I-Best programs** | **CE ESL**<br>**CTE** | **7/1/15-6/30/16**<br>7/1/16-6/20/17 | **SDCE** | **Increased enrollment and retention in courses** | |

**Key Activities for Professional Development Collaboration**

| 4.4(1). Activity | Which Department | 4.4(2). Timeline | 4.4(3). Consortium Members Involved | 4.4(4). Outcomes Expected | 4.4(5). Method of Assessing Impact |
|---|---|---|---|---|---|
| **Develop and implement curriculum training including SLO and syllabi for instructors** | ~~**HCS**~~ **VPI. Program Deans and Faculty, New Faculty Institute, PD Committee** | **7/1/15-6/30/16** <span style="color:red">7/1/16-6/20/17</span> | 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** | <span style="color:red">7/1/16-6/20/17</span> | | | |
| ~~**CE Professional Development**~~ <br> • ~~**Curriculum training including SLO and syllabi for classified technical training to support programs (ie. MS Office)**~~ <br> • ~~**administrative leadership training**~~ <br> • ~~**Tracking system training**~~ <br> • ~~**workforce training**~~ <br> • ~~**e-casas faculty certification training**~~ <br> • ~~**Faculty technical training**~~ <br> • ~~**Technical and teaching certifications professional development**~~ <br><br> **Provide professional development – curriculum training including SLO and syllabi; technical training to support programs (i.e., MS Office); administrative leadership training; tracking system training; workforce training; eCASAS faculty certification training; faculty technical training; technical and teaching certification professional development** | **VPI. Program Deans and Faculty, New Faculty Institute, PD Committee, ABE and ASE Faculty** <br><br> ~~**DSPS**~~ <br> ~~**ESL**~~ <br> ~~**CTE**~~ <br> ~~**BIT**~~ | **7/1/15-6/30/16** <span style="color:red">7/1/16-6/20/17</span> | SDCE | **As stated above** <br><br><br> **SDCE employees seamlessly work together with adequate knowledge to accomplish the goals of moving adult learners from entry to college and/or career.** | community college training <br><br> classified technical training to support programs (ie. MS Office) |
| **Provide SDAERC staff development opportunities related to student persistence and acceleration** | **SDCE/SDUSD** <br><br> **VPI, VPSS, Faculty PD and New Faculty Institute** | | | | |

## Key Activities for Leveraging Structures and Assets

| 4.5(1). Activity | Which Department | 4.5(6). Partner(s) | 4.5(7). Contribution(s) Made | 4.5(3). Consortium Members Involved | 4.5(2). Timeline | 4.5(8). Customers Expected | 4.5(5). Method of Assessing Impact |
|---|---|---|---|---|---|---|---|
| **Build partnerships with businesses that are mutually beneficial** | **SDCE VPI, CTE Deans and Faculty, Student and Career Services, VPA/ Spscial Projects** | | | **SDCE** | 7/1/16-6/20/17 | | |
| **Work with key stakeholders to identify regional skill needs and design and provide career pathway programs that target those needs** | **SDCE VPI, CTE Deans and Faculty, VPA/ Special Projects, Eti/ Ed Contract** | | | **SDCE** | 7/1/16-6/20/17 | | |
| **Align resources to support adult education career pathways goals. The following specific actions are planned to help realize these commitments** | **SDCE VPI, CTE Deans and Faculty, VPA/ Special Projects, VPSS Student Services/ Career Services/ Resource Centers** | | | **SDCE** | 7/1/16-6/20/17 | | |
| **Provide leadership and participate in the AEBG 'Super Region'** | **SDCE/ SDUSD Consortium Rep(s), IEO, Special Projects** | **San Diego North Consortia**<br><br>**San Diego East Consortium**<br><br>**San Diego South Consortium**<br><br>**MiraCosta Consortium**<br><br>**San Diego Consortium** | | **San Diego/ Imperial Counties AEGB Super Region** | **Monthly meetings Super Region hss bcome a more permanent organization. Leadership will rotate to SouthBay Consortium for 16/17. Super Region includes Imperial County now. SDAERC role changes to 'participation'** | | |