

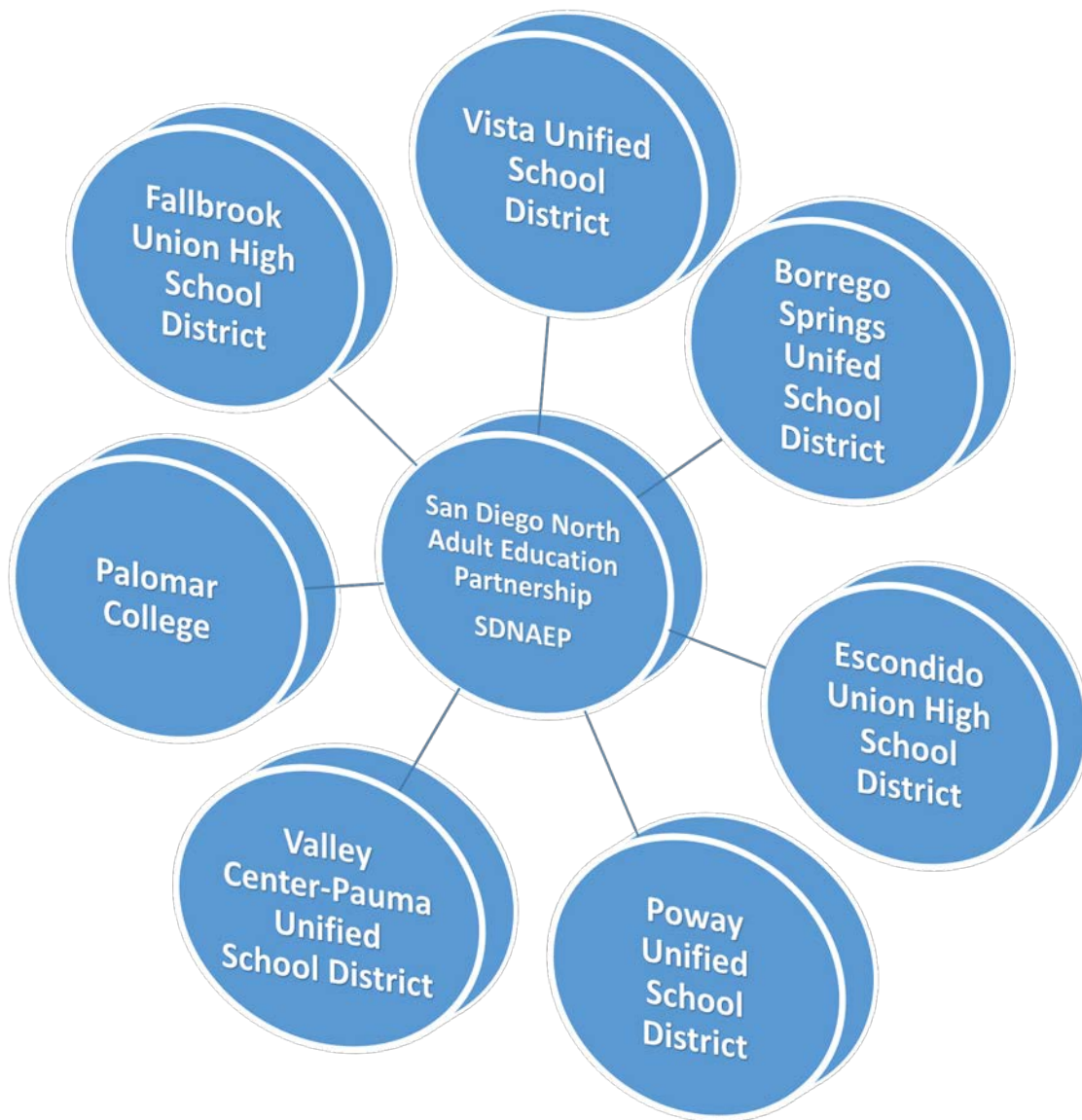


SAN DIEGO NORTH
ADULT EDUCATION
PARTNERSHIP

Regional Comprehensive Plan Final Draft

MARCH 1, 2015

San Diego North Adult Education Partnership



Vision Statement

The San Diego North Adult Education Partnership will promote student achievement and preparation for employment by providing relevant educational programs that allow adults to contribute productively to their communities. In collaboration with our community partners, we will create pathways and seamless transitions to post-secondary education and/or the workforce. We will ensure students have the support services to accommodate their diverse needs.

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EXECUTIVE SUMMARY

Over 150 years ago, the state's first adult education (AE) program began offering instruction to residents seeking basic language and job skills. Today, adult education provides educational opportunities and services to teach adults the knowledge and skills necessary to participate effectively as citizens, workers, parents, and family and community members. These instructional programs ensure that adults have the education and skills to be competitive in the workforce. Historically, Adult Education programs have addressed 1) adult literacy / high school diploma, 2) English as a second language (ESL), 3) adults with disabilities (AWD), 4) career technical education (CTE) and apprenticeships, 5) parenting, family, and consumer awareness, and 6) older adults. In its heyday, according to the California Department of Education (CDE), more than 2.6 million adult learners participated in adult education provided through California Adult Schools, including adult English language learners, adults with disabilities, disadvantaged, homeless, and incarcerated adults, and single and displaced homemakers.

School districts within the San Diego North County Inland area, in the Palomar Community College District service area Adult Education Partnership have felt the strain of the recession and educational budget reductions. This led to a subsequent decline in enrollment. Compared to 2008-09 enrollments, Escondido Unified High School District has decreased by 38%, Poway Unified by 49%, Vista Unified by 26% and Palomar College by 22%, in the 2013-14 fiscal year. All of this has been in the face of significant documented need for adult education in the regional population.

In each of the four program areas less than 5% of the regional population's need was met in the 2008-09 period and this declined even further in 2013-14. The impact to the regional economy; the availability of skilled workers, and the inability of workers to improve their earnings with advanced skills, has a down line cost to all in the region

Assembly Bill 86 (AB 86) was passed to create an Adult Education Consortium Program through which

“the Chancellor of the California Community Colleges and the State Department of Education ...jointly provide two year planning and implementation grants to regional consortia of community college districts and school districts for the purpose of developing regional plans to better serve the educational needs of adults.” (AB 86, Section 76, Article 3)

In response to AB 86, on February 20, 2014, the San Diego North Adult Education Partnership (SDNAEP) was established (See Appendix A). This adult education regional consortium is defined by the California Community College Chancellors Office (CCCCO) service area of Palomar College. It encompasses an area of 2,255 square miles and serves a population that is 24% of San Diego County.

The Partnership includes Palomar College (PC) and the school districts of Borrego Springs Unified, Escondido Union High School District, Fallbrook Union High School District, Poway Unified School District, San Marcos Unified School District, Valley Center-Pauma Unified School District, and Vista Unified School District. Vista Unified is the fiscal agent for the Partnership. An organizational structure for the Partnership has been created.

In the past eighteen months the Partnership has conducted extensive research and needs assessments of stakeholders through meetings, consultations with experts and surveys of community members, businesses, faculty members and adult education students. Based upon these findings, the areas of need in adult education in the (SDNAEP) region were summarized as:

1. Loss of Capacity to Serve Adult Learners
2. Lack of Access to Adult Education Programs and Services
3. The Need for Student Support Services to Address Barriers To Learning
4. Student Support Services to Assist in Identifying Educational
5. Student Data Collection and Analysis
6. Awareness and Perception of Adult Education Programs
7. Job Readiness and Workplace Behaviors
8. Academic and Study Skills
9. Transition from Adult Education to Palomar College

10. ESL Transition Process from AE to Higher ESL Levels and Workforce
11. Programs and Services for Adults with Disabilities
12. Standard Basic Skills Assessment for Apprenticeship Program

To address the above areas of need and to improve the quality of AE programs, the following priorities were identified:

- Priority 1: Maintenance of Current Capacity
- Priority 2: Improved Transition and Acceleration Systems
- Priority 3: Regional Infrastructure and Collaboration
- Priority 4: Expanded Capacity
- Priority 5: Promising Practices Research and Development

SDNAEP proposed a budget for the years 2015—16 through 2018-19, based on funding levels from 2013-14 and increasing at a rate of each year. Even with the proposed increases, a large unmet need for service to adult learners will remain.

The Partnership's first priority in funding is to ensure that its member institutions are able to maintain their 2013-2014 capacity in 2015-2016 providing the ability to serve the same number of adult learners across all program areas.

AB86 provides the San Diego North Adult Education Partnership (SDNAEP) with a way to move forward in this new era, in order to create a comprehensive and cost-effective AE program that supports adult learners in reaching their academic and workforce goals. The plan provided here provides the evidence, rationale and the specific strategies to reinvent adult education in this region.

The SDNAEP Leadership Council Team

INTRODUCTION

Synopsis: The San Diego North Area Educational Partnership (SDNAEP) is located in the Palomar Community College District service area, which includes Palomar College and ten school districts that offer high school programs. SDNAEP members include Borrego Springs Unified, Escondido Union High School, Fallbrook Union High School, Palomar Community College District, Poway Unified, San Marcos Unified, Valley Center-Pauma Unified and Vista Unified School District. The organizational structure of the Partnership is described. Members and representatives, and external partners are listed. The governance and planning model is detailed. The process for regional planning is described and the communication and meeting schedules are outlined

A profile of San Diego County and the SDNAEP region is provided. The region includes 24% of the county population. Because the demographics and economy of this area overlap those of San Diego County, information about both the County and the SDNAEP region is included to paint a complete picture of area needs. For additional detail, each of the nine cities and communities within the SDNAEP are described. The needs of adult learners are distilled from this geographic and demographic research and drive the need for AE in the region.

In the wake of the national recession, California Adult Schools have had a major crisis in funding. The state legislature, in an effort to assist all districts in the face of declining tax revenue, removed the restrictions for school district funding for more than 40 categorical programs, including Adult Education. Under these 2009 school finance changes, (initially for the 2012-2013 period and then extended to 2014-15) districts could spend these formerly restricted monies for any educational purpose. (Weston, 2011, http://www.ppic.org/content/pubs/report/R_511MWR.pdf).

In the midst of their financial predicament, most districts shifted large portions of funding away from Adult Education and into their general fund. The subsequent major cuts in funding of AE programs run by school districts, generated major cuts in programs in services for adult learners and resulted in substantial enrollment decreases. The results are effectively captured in the CCCCO Regional Fact Sheet. See: AB86 Planning Demographic Data, <http://ab86.cccco.edu>.

In the Palomar Community College District service area, only 5.3% of the need for Basic Skills was met in 2008-2009 and this decreased further to 4.4% being met in 2013-14. For English as Second Language (ESL) adult learners, only 3.6% of the need was met in 2008-09 and this dropped to 2.2% in 2013-14. For adults with disabilities (AWD), comparable figures are 1.5% for 2008-09 and .4% for 2013-14. For CTE adult learners, only 3.4% of the need was met in 2008-08 and this dropped to 2.6% in 2013-14. Thus, in each of these four program areas less than 5% of the regional population's need was met in the 2008-09 period and this declined even further in 2013-14.

The impact to the economy on the availability of skilled workers, and the inability of workers to improve their earnings with advanced skills has a down line cost to all in the region. A more in-depth analysis of unmet need focusing within the SDNAEP area is provided in the narrative section of Objective Two.

In the above context, clearly, the highest priority for future funding must be, at least, the maintenance of the current Adult Education Maintenance of Capacity (MOC)/base funding level to sustain existing adult education in the schools through a dedicated stream.

Fortunately, the California Assembly Bill (AB) 86, passed in 2013, now provides a unique opportunity for adult schools and community college leaders to collaborate with the goal of transforming and revitalizing our AE programs and services. Details are available at <http://ab86.cccco.edu>.

In response to AB 86, on February 20, 2014, the San Diego North Adult Education Partnership (SDNAEP) was established (See Appendix A). This adult education regional consortium is defined by the California Community College Chancellors Office (CCCCO) service area of Palomar College. It includes Palomar College (PC) and the school districts of Borrego Springs, Escondido, Fallbrook, Poway, San Marcos, Valley Center, and Vista. The school districts of Julian, Ramona and Warner Springs reside in the 2,255 square

mile service area but are not currently members of the Partnership (Figure 1). SDNAEP will include the needs of these communities in the planning process.

Partner Involvement in the AB 86 Planning Process

Summits

During the AB 86 Planning Process, the San Diego North Adult Education Partnership reached out to more than 162 individuals and organizations (including representatives from all of the entities listed above) to participate in two regional planning summits. The first summit was held in September and the second summit was held in January. At the summits, these partner organizations were asked to address: 1) the needs for adult education in the region; 2) the needs of the adult education population in order to access education and services and to persist in their programs; 3) current services, assets and effective collaborations available to support the adult education population; 4) gaps in programs and services to meet the needs of the population; and 5) recommendations to remedy the gaps and address identified needs (See Appendix B).

Focused Outreach to Remote and Rural Areas

An analysis of the participant attendance at the first planning summit indicated that there was not a sufficient representation from small and remote areas in our region. Therefore, in addition to the two regional planning summits, the San Diego North Adult Education Partnership Steering Committee also reached out to entities serving the small and remote areas included in our geographic region. The Steering Committee held a separate meeting for service providers in Julian, California, for example. Additional data was gathered from the small and remote areas through surveys and/or through phone conversations and interviews with Leadership Council members.

The past year has been a year of both intense activity and reflection for SDNAEP members. Adult educators from school districts and community colleges experienced a huge learning curve as we joined together to re-create our AE programs and services in

a coherent, collaborative and efficient system to better serve the needs of our adult learners.

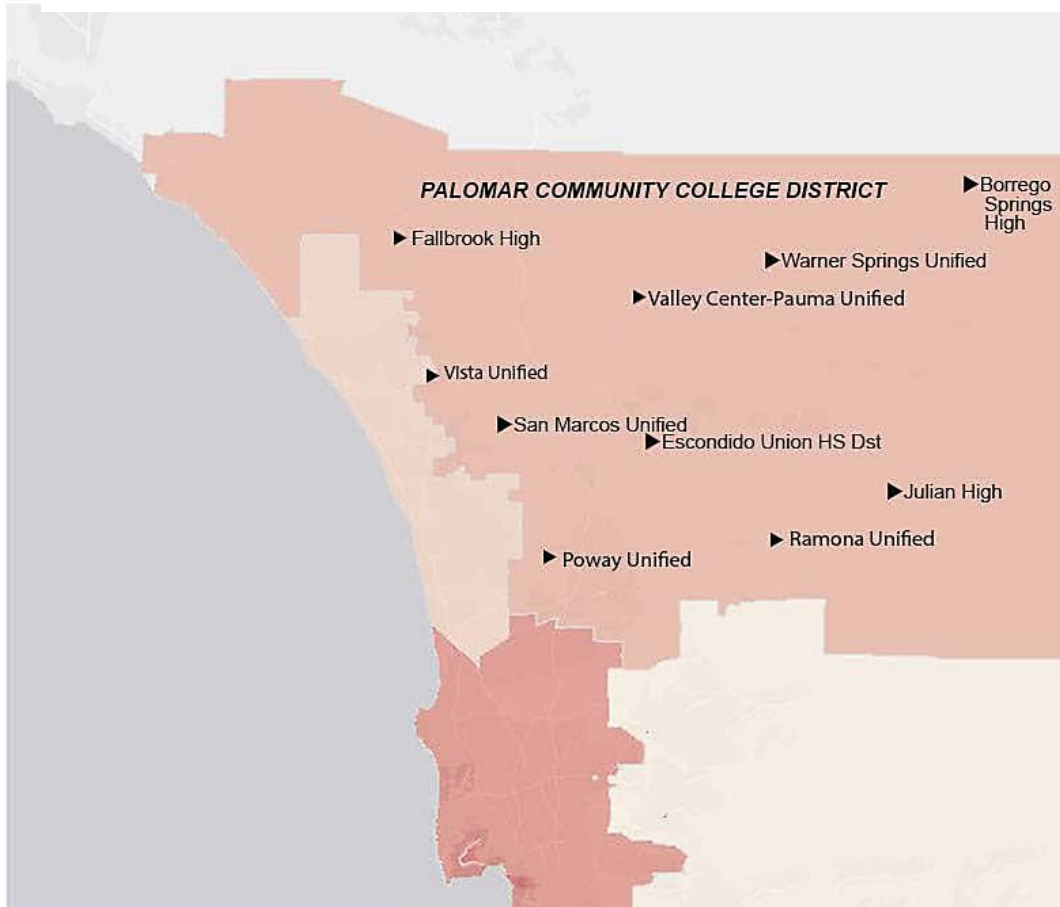
Fortunately, there is a long history of collaboration and cooperation among SDNAEP members, as partners in prior grants, Regional Occupation Program (ROP) programming, joint industry advisory committees and college transition programs. Everyone in our Partnership believes in the importance of AB 86 and is deeply committed to its success.

After analyzing all the data collected, reviewing past and current school data, and listening to stakeholder's perspectives regarding AE and community needs, we created a Plan that reflects our commitment to ensure that adult learners are gaining the necessary knowledge and skills, in the most user friendly, efficient and cost effective way, to transition to postsecondary education or the workforce.

OVERVIEW OF SAN DIEGO NORTH ADULT EDUCATION PARTNERSHIP

Figure 1

San Diego North Adult Education Partnership Area



Leadership Council Members

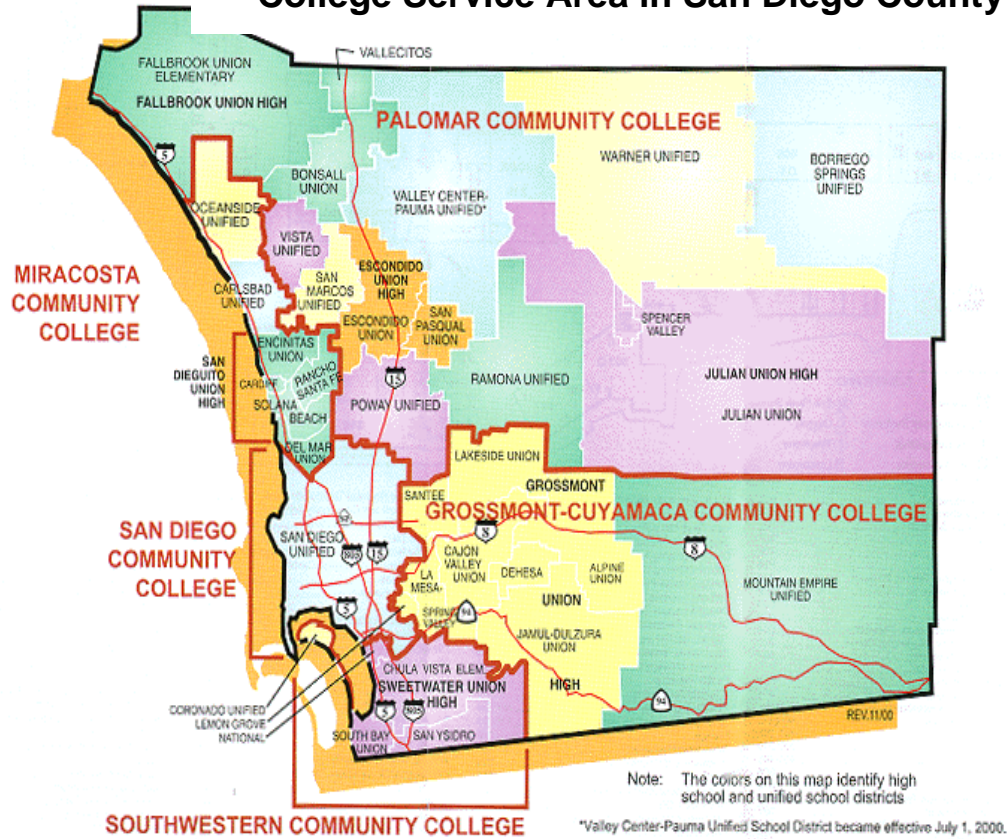
Of the seven member districts, each has committed to designating one representative to serve on the Partnership's Leadership Council. The Leadership Council reports to the district superintendents and college president. The Leadership Council is responsible for the day-to-day oversight; however, the district superintendents and college president are responsible for overall oversight and implementation of the project and meet regularly.

Table 1: Leadership Council

Name	School	Position
Kirsley Ryfkogel	Borrego Springs Unified School District	School Official
Dominic Gagliardi	Escondido Union High School District	Escondido Adult School Principal
Dr. Jose Iniguez	Fallbrook Union High School District	Assistant Superintendent
Kathleen Porter	Poway Unified School District	Poway Adult School Principal
Melissa Hunt	San Marcos Unified School District	Director of Secondary Education
Olivia Leschick	Valley Center-Pauma Unified School District	Administrator in Charge of Special Projects
Elizabeth O'Shea-West	Vista Unified School District	Vista Adult School Principal
Wilma Owens	Palomar College	Dean of Career, Technical and Extended Education
Shayla Sivert	Palomar College	Dean of Languages & Literature
Mollie Smith	Palomar College	Director of Occupational and Noncredit Programs

Figure 2

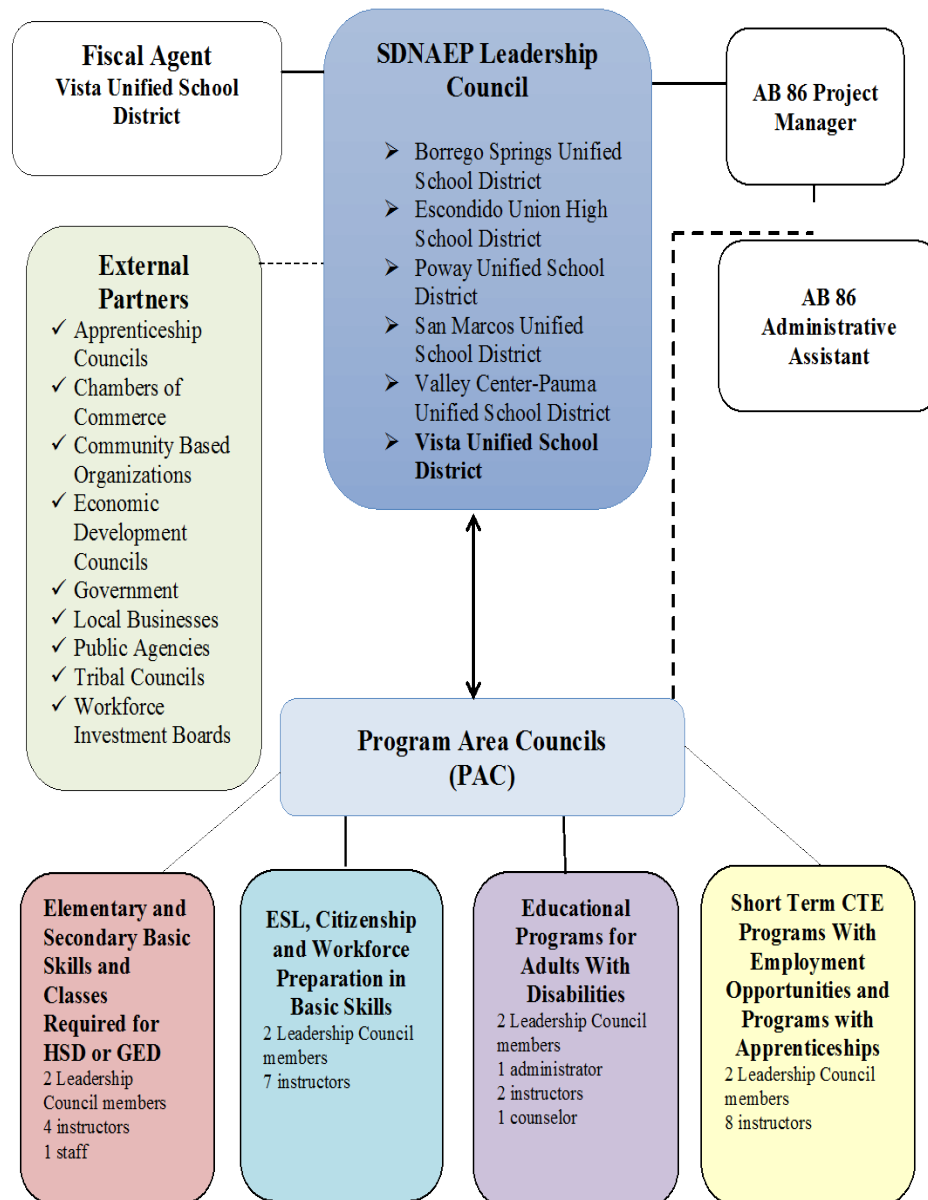
SDNAEP School Districts within Palomar College Service Area in San Diego County



Note: SDNAEP districts are identified within the Palomar Community College Region

Figure 3

San Diego North Adult Educational Partnership Organization



External Partners

The San Diego North Adult Education Partnership (SDNAEP) recognizes the importance of establishing partners to assist our efforts in creating education programs and services for adult learners. Partnerships were developed through existing relationships with districts, Regional Planning Summits, outreach by the Leadership Council Members, SDNAEP Website contacts, and through smaller focus groups/meetings with remote areas within the SDNAEP. Future efforts will focus on increasing the numbers of partners and providing streamlined ways for partners to communicate with SDNAEP. Table 2 lists the current partnerships. Table 3 a lists partners who are serving on the Partnership Advisory Group.

TABLE 2: SDNAEP External Partners

Partner Institution Supporting Regional Consortium	Type of Organization
Masonry Industry Training Association	Apprenticeship Council
San Diego Electrical Training Trust	Apprenticeship Council
San Diego Sheet Metal Training Center	Apprenticeship Council
Southwest Carpenters Training Fund	Apprenticeship Council
Escondido Chamber of Commerce	Chamber of Commerce
North San Diego Business Chamber	Chamber of Commerce
Poway Chamber of Commerce	Chamber of Commerce
Vista Chamber of Commerce	Chamber of Commerce
Amity Ranch	Community Based Organization
Community Members	Community Based Organization
Escondido Education COMPACT	Community Based Organization
Future Focus	Community Based Organization

Partner Institution Supporting Regional Consortium	Type of Organization
Goodwill Industries	Community Based Organization
Interfaith Community Services	Community Based Organization
Julian Pathways	Community Based Organization
North County Lifeline, Inc.	Community Based Organization
San Diego Council on Literacy	Community Based Organization
North County Economic Development Council	Economic Development Council
San Marcos Economic Development Council	Economic Development Council
City of Escondido	Government
City of Poway	Government
City of San Marcos	Government
City of Vista	Government
Heritage Senior Care	Local Business
Mission Federal Credit Union	Local Business
Wells Fargo Bank	Local Business
Assembly Member Rocky Chavez	Local Legislator
Department of Corrections	Public Agency
Department of Rehabilitation	Public Agency
Escondido Union School District	Public Agency
Health and Human Services Agency (CalWORKs)	Public Agency
Public Libraries (including Vista, Escondido, Ramona, Poway, Rancho Penasquitos, and Julian)	Public Agency
Pala Tribal TANF	Tribal Council

Partner Institution Supporting Regional Consortium	Type of Organization
Pauma Band of Indians	Tribal Council
San Pasqual Education Department	Tribal Council
Two Directions (Rincon Band of Indians TANF)	Tribal Council
San Diego Workforce Partnership (WIB) and the North County Coastal Career Center	Workforce Investment Board

Table 3 lists partners who are serving on the Partnership Advisory Group.

Table 3: External Partners Advisory Group

NAME	POSITION	ORGANIZATION
Michelle Geller	Management Analyst II	City of Escondido
Barbara Salice	Consultant/AE Educator	Future Focus
Margo Alon	President	Getting Education Done
Barbara Gauthier	Director of Interventions	EUHSD
Michelle Fuentes	Case Worker	Pala Tribal TANF
Gema Medina	Case Worker	Pala Tribal TANF
Michael Hadland	District Director	Office of Colonel Rocky J. Chávez
Edwin Castro	Commissioner	Wells Fargo Bank
Carey Pendleton	Care Manager/Recruiter	Heritage Senior Care, Inc.
Subrina Johnson	Career and Educational Specialist	North County Lifeline, Inc.
Laura Rasmussen	Sr. Vocational Rehab Counselor	Dept. of Rehabilitation
Celeste Kupperbusch	Interested Community Member	Poway
Bert Richardson	Coordinator	SD Electrical Training Center

NAME	POSITION	ORGANIZATION
Jose Cruz	CEO	San Diego Council on Literacy
Galo Toapanta	SD Training Center Coordinator	SW Carpenters Training Fund
Ellie Slade	Library Manager	Ramona Library
Carmen Longoria	Bilingual Outreach Coordinator	Julian Pathways
Lyn Olsen	Program Director	MITA

Program Area Councils

SDNAEP members and partners collaborate through the Program Area Councils (PACs). Each group focuses on a single program area. The role of these groups includes:

1. Developing an inventory of program services.
2. Participating in the programs and services gap analysis.
3. Reviewing and aligning curricula.
4. Addressing the curricula needs, as identified by the gap analysis.
5. Identifying the need for, and planning, appropriate professional development.
6. Participating in the formative and summative evaluation of the planning process and the overall project implementation.

To create the Program Area Councils (PACs), each leadership council member selected one or two teachers from the five program areas to participate in the PACs. Instructors were provided a description of the responsibilities and expectations of participating in the PACs. Additionally, instructors were informed that participation was voluntary. Each leadership council member provided leadership for at least one of the PACs.

All PACs were provided with the data collected from the Regional Planning Summit; from the focus group in the remote areas; survey data from student, business and community, and also with a copy of the previous draft of the Regional Comprehensive Plan. They were asked to review the data and begin discussions regarding: 1) unmet needs for their program area, 2) strategies to improve the transition from Adult Education (AE) to

Palomar College (PC) and to the workforce, 3) strategies to accelerate student's ability to complete their academic or career pathway, 4) and professional development that is relevant and purposeful for all the SDNAEP school districts and PC instructors and staff.

Table four lists the PAC leaders and members for each of the five program areas. The leadership council decided to group CTE and apprenticeship together as both areas represent preparation for employment. However, separate data was collected for each program area.

TABLE 4: PAC Leaders and Members

ABE/ASE Program Area Council		
Name	Title	School
Dom Gagliardi, Leader	Principal	Escondido Adult School
Elizabeth O'Shea-West, Leader	Principal	Vista Adult School
Joshua Murphy	ASE Teacher	Escondido Adult School
Diana Smith	ABE/ASE Teacher	Vista Adult School
Amy Echols Starkey	ASE Teacher	Poway Adult School
Mary Zambruski	ABE Teacher	Poway Adult School
Melinda Carrillo	Reading Services	Palomar College

ESL Program Area Council		
Name	Title	School
Kathleen Porter, Leader	Executive Director	Poway Adult School
Shalya Sivert, Leader	Dean, Languages & Lit.	Palomar College
Pattie Campbell	ESL Instructor	Vista Adult School
Elaine Moore	ESL Instructor	Escondido Adult School
Rosa Rojo	ESL Teacher	Escondido Adult School
Jacque Uriell	ESL Teacher	Poway Adult School
Nimoli Madan	ESL Faculty	Palomar College
Don Thiele	Citizenship Faculty	Palomar College
Marty Furch	ESL Faculty	Palomar College

Adults with Disabilities		
Name	Title	School
Jo Ann Sweidel, Leader	Project Manager	AB 86 Partnership
Elizabeth O'Shea-West, Leader	Principal	Vista Adult School
Jennifer Dufresne	WII Counselor	Vista Adult School
Cheri Navidi	Special Ed Teacher	Poway Adult School
Kathie DiTrapani	Special Ed Teacher	Poway Adult School
Ron Haines	Director of Disabled Resources Center	Palomar College

CTE/Apprenticeship Program Area Council		
Name	Title	School
Wilma Owens, Leader	Dean, Career Technical & Extended Education	Palomar College
Mollie Smith, Leader	Director of Occupational & Non-credit Programs	Palomar College
Debbie Parker	CTE Medical Instructor	Vista Adult School
Jane Levin	CTE Teacher	Escondido Adult School
Nancy Homotoff	CTE Teacher	Escondido Adult School
Ken Faverty	CTE Teacher	Poway Adult School
Tammy Cadwell	CTE Teacher	Poway Adult School
Jeanine Hawkins	CTE Teacher	Poway Adult School
Dennis Lutz	CTE Teacher	Palomar College
Jackie Martin	CTE Teacher	Palomar College
Jay Miller	CTE Teacher	Palomar College
Anthony Fedon	CTE Teacher	Palomar College
Rand Green	CTE Teacher	Palomar College
Chris Caricato	Instructor	Sheet Metal San Diego Training Center
Bert Richardson	Instructor	SD Electrical Training Center

Vision Statement

The San Diego North Adult Education Partnership will promote student achievement and preparation for employment by providing relevant educational programs that allow adults to contribute productively to their communities. In collaboration with our community partners, we will create pathways and seamless transitions to post-secondary education and/or the workforce. We will ensure students have the support services to accommodate their diverse needs.

Governance and Planning

Members of SDNAEP are committed to shared governance. We have adopted a "one member, one vote" policy for decision making. Our goal is to achieve consensus in all of the project's decisions. Seven of the 10 school districts and one community college in our region, are members of the SDNAEP.

Of the seven member districts, each has committed to designating one representative to serve on the Partnership's Leadership Council. The Leadership Council reports to the district superintendents and college president. The Leadership Council is responsible for the day-to-day oversight; however, the district superintendents and college president are responsible for overall oversight and implementation of the project and meet regularly. Vista Unified School District (VUSD) has been identified as the fiscal agent for the planning grant.

The Partnership also hired a project manager and support staff person who take direction from the Leadership Council and coordinate project implementation activities.

The role of the project manager includes:

- Coordinating meetings for the Leadership Council, PACs, and other related groups.
- Implementing the planning grant agenda and ensuring that deliverables are met.
- Acting as the liaison among consultants and the Leadership Council members concerning specific tasks such as: strategic planning; conducting the region's gap analysis; researching best or promising practices including program delivery, data collection, marketing, and professional development.
- Working with the fiscal agent (VUSD) to ensure that expenditures align with proposed grant budget and requirements, and that reports are submitted on time.
- Serving as the conduit for communications among members, partners, stakeholders, and State officials.
- Creating and submitting program evaluations and reports aligned with the project's benchmarks.
- Participating in the formative and summative evaluation of the planning process and the overall project implementation.

SDNAEP also hired Heying & Associates, a local public relations firm with extensive experience in both K-12 and higher education and community outreach, to assist with media relations, strategic planning, data collection and public relations for this project.

SDNAEP formed Program Area Councils (PACs) to address each of the five program areas. The leadership council decided to combine CTE and apprenticeship areas together, as both areas represent preparation for employment. Each of the four PACs has a designated chair that is one of the leadership council members. The remaining members are teachers and/or staff that work with a specific population. The PAC chairs report monthly to the Leadership Council. Goals for each of the PACs have been developed collaboratively with the Leadership Council.

Feedback from faculty, staff, students and other stakeholders (community-based organizations, businesses, state agencies, and residents) informed the planning, gap analysis research, website development and maintenance, and professional development work for this partnership. In an effort to minimize duplication of effort and to leverage resources SDNAEP also reviewed the work of Adult Education consortia within Region 10 and state-wide, to identify best practices and strategies.

The planning process was communicated during regular meetings with district superintendents and the President of the College, adult education providers, and other organizations in the region. We have created an inclusive and representative structure to specifically include the involvement and feedback of faculty, staff, administrators, collective bargaining units, students, employers, local community-based organizations, and other stakeholders from school districts and the college. The purpose of these meetings was to share and evaluate our progress with all stakeholders.

Involvement of Faculty and Teachers

Faculty and teachers have been involved in the planning process. They have provided key concepts to address and specific strategies to identify and address gaps. Both college faculty and teachers have attended the regional summits and follow-up meetings. Both groups participated in needs assessment surveys.

Most importantly, both college faculty and teachers serve on the Program Area Councils that guide all of this work. In these forums, the Partnership relies on the subject matter

expertise and the experience in each respective program area to guide policy and implement programs. The ideas of faculty and teachers are integral to the entire planning process and embedded throughout this planning document.

Communication

Strategies used to ensure effective outreach and communication with stakeholders included:

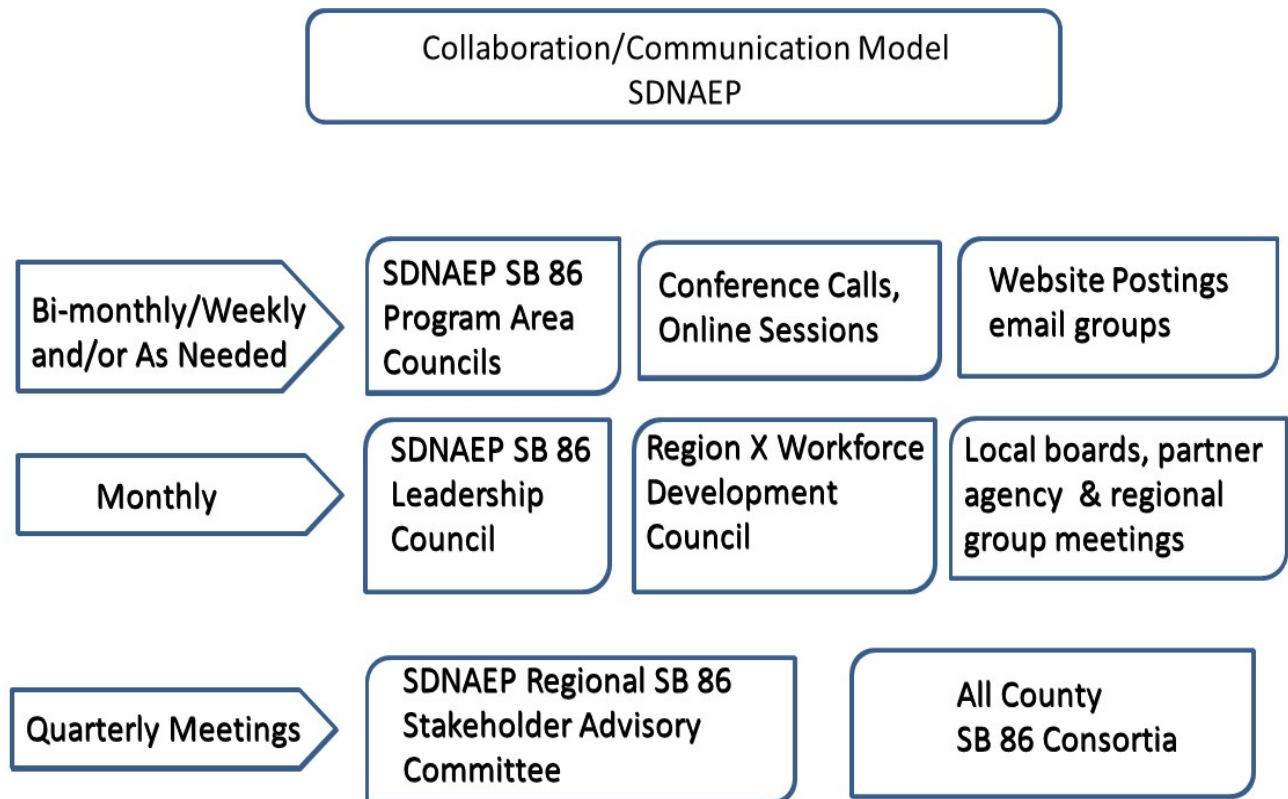
1. Hosting roving town hall meetings
2. Presenting to Boards of Education and other interested bodies (e.g., City Councils, libraries, community service organizations, etc.)
3. Posting meeting agendas and minutes, publicly
4. Creating and distributing newsletter summary sheets
5. Developing a website linked to the statewide AB86 website to allow for the sharing of documents and announcements
6. Emailing informational blasts

Communication strategies fall into five categories, meetings and their related records, shared repository of common documents, a website, public relations projects and individual partner promotional effort (See Figure 4).

The Leadership Council meets twice each month in order to maintain consistent communication about the progress of our Comprehensive Regional Plan. These meetings include the leadership team, the AB86 project manager and administrative assistant, and consultants, as needed. Minutes and related press releases are issued.

Additionally, we have created a shared Dropbox folder where all documents, narratives, data, agendas, meetings and anything related to the Partnership and Regional Comprehensive Plan was saved so every leadership member and Program Area Council (PAC) members access to all related information.

Figure 4



We have also created a SDNAEP website: sdnorthab86.org. This website includes meeting agendas and minutes; dates of past and upcoming events and meetings; surveys for the community, businesses, and students; general information about AB86 and SDNAEP Partnership; relevant research and legislature related to AE; and anything else important to our mission and goals.

Our consultant, Heying & Associates, has created press releases regarding the Partnership's efforts in reinventing our AE programs and services. In addition, each Leadership Council member serves as a special public relations link, to communicate the progress and events related to AB86 to their respective, colleagues, instructors and staff.

All of these strategies have allowed all the Leadership Council members and

instructors involved with each PAC to remain actively engaged. All events and meetings of SDNAEP are posted on our website and listed below (See Table 5).

Table 5: SDNAEP Meeting Schedule

SDNAEP Meeting Schedule		
May 16, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
May 30, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
June 13, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
June 27, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
July 2, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
August 8, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
August 22, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
Sept. 5, 2014	SDNAEP Sub-committee Meeting	School Administrators, Community Members, Business Executives
Sept. 12, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
Sept. 18, 2014	Regional Planning Summit	School Administrators, Community Members, Business Executives, Students, Counselors, Consultants, Board Members, City Council Members, Teachers, State Agencies
Sept. 19, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
Sept. 26, 2014	Program Area Council Meeting	School Administrators, Teachers, Counselors, Business Leaders

SDNAEP Meeting Schedule		
October 3, 2014	Program Area Council Meeting	School Administrators, Teachers, Counselors, Business Leaders
October 10, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
October 17, 2014	Program Area Council Meeting	School Administrators, Teachers, Counselors, Business Leaders
Nov. 14, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
Nov. 21, 2014	Program Area Council Meeting	School Administrators, Teachers, Counselors, Business Leaders
Dec. 11, 2014	Remote Area Outreach Focus Group	School Administrators, Teachers, Community Members, Business Leaders, Consultants
Dec. 17, 2014	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
January 7, 2014	SDNAEP Sub-committee Meeting	School Administrators, Community Members, Business Executives
January 9, 2015	Program Area Council Meeting	School Administrators, Teachers, Counselors, Business Leaders
January 23, 2015	Strategic Planning Summit	School Administrators, Community Members, Business Executives, Students, Counselors, Consultants, Board Members, City Council Members, Teachers, State Agencies
January 26, 2015	SDNAEP Leadership Council Meeting	School Administrators, Community Members, Business Executives
January 30, 2015	Program Area Council Meeting	School Administrators, Teachers, Counselors, Business Leaders
February 4, 2015	Leadership Council Meeting	School Administrators, Community Members, Business Executives
February 11, 2015	Subcommittee for Editing the Plan	School Administrators, Project Manager, Editor

SDNAEP Meeting Schedule		
February 17, 2015	Leadership Council Meeting	School Administrators, Community Members, Business Executives
February 27, 2015	Subcommittee for Editing the Plan	School Administrators, Project Manager, Editor

DEMOGRAPHIC AND ECONOMIC PROFILE OF COUNTY AND SDNAEP REGION

San Diego North Adult Education Partnership (SDNAEP) is located in San Diego County. SDNAEP analyzed data for San Diego County, as well as for the Palomar Community College District Service Area. This dual analysis was selected because a number of adult education students in SDNAEP, may reside outside of this service area. Also, adult students residing in the SDNAEP service area and attending SDNAEP programs work both locally and also throughout San Diego County. Since many of the residents in the SDNAEP service area migrate and also commute for employment to, and from, other areas in San Diego County, county-wide demographic information is important to form a complete picture of the needs of students and employers in the area. Therefore, Information for San Diego County, as a whole, is presented first, followed by a more detailed analysis of information for SDNAEP.

San Diego County Profile

Location and Geography

San Diego North Adult Education Partnership (SDNAEP) is located in the north inland area of San Diego County (See Figure 2). San Diego's North County Inland is a vast, expansive region known for its rustic beauty, diverse terrain and miles of open spaces. It is comprised of a collection of unique communities, from the lush valleys and mountains of Escondido and Valley Center to scenic Rancho Bernardo, nestled between rolling hills amidst golf courses and wineries. Other communities in this region include Fallbrook

(home of the Avocado Festival) and Palomar Mountain which features the Palomar Observatory, operated by the California Institute of Technology.

Understanding the community and economic characteristics of San Diego County is important in determining the educational needs of adults. To ensure a quality and adequate educational program that meets the needs of all (including special populations such as migrant workers, ELL or adults with disabilities), SDNAEP refined its examination of needs to more local levels. Table 6 provides a quick snapshot of the SDNAEP demographics.

Population

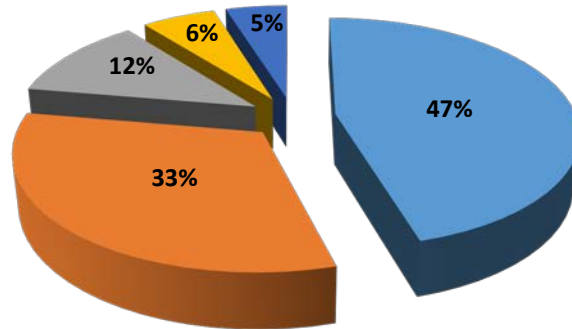
San Diego County has an estimated population of 3.2 million (U.S. Census, 2013 estimate). While San Diego County has the sixth highest urban population among counties in the United States, the county also has the 12th largest agriculture economy (sdfarmbureau.org).

Ethnicity

As shown in Figure 5, approximately 50 percent of the County's household populations are Caucasian. Hispanics are the second largest race/ethnic group at 32 percent.

Figure 5

San Diego County Ethnicity



U.S. Census Quick Facts, 2013

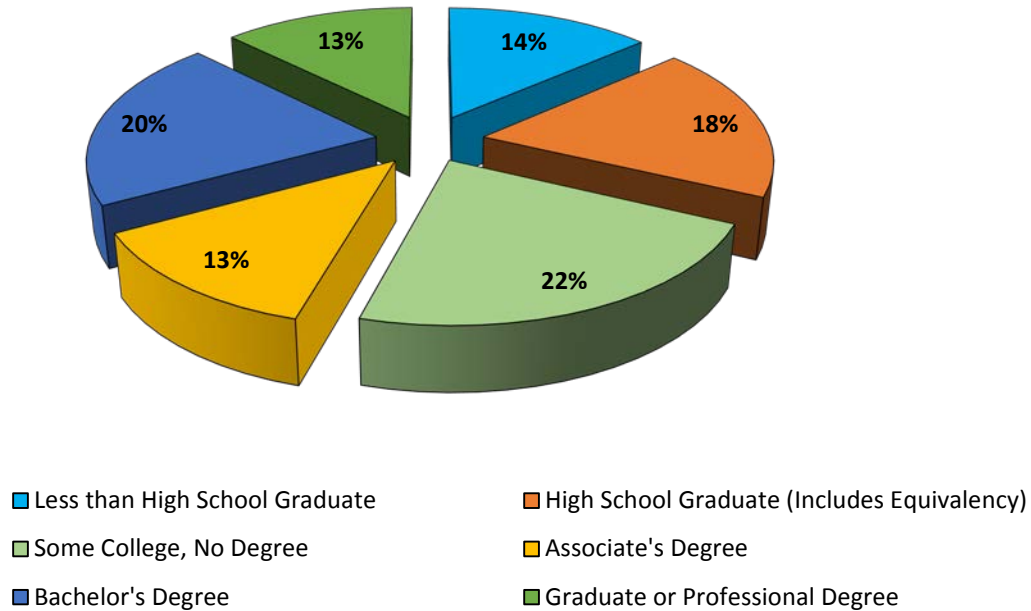
Educational Achievement

Figure 6 shows the educational attainment levels for San Diego County residents (age 25 years or older). Approximately one-third of the region's household population has a high school degree or less, 32 percent have some college or Associate's Degree and 21 percent have a Bachelor's Degree.

The high school graduation rate in San Diego County is approximately 78% with a dropout rate of ten percent (kidsdata.org, 2012). (Dropout rate is the number of students entering 12th grade but fail to graduate.)

Figure 6

San Diego County Education Attainment



ACS, 2009-2013

Income

The median household income for San Diego County is \$63,069 while the per capita income is \$31,000 (U.S. Census, 2010). Additionally, 13.9 percent of individuals in San Diego County are living below the federal poverty level. Of the individuals living below poverty, 54 percent are females and 46 percent are males.

Research has also shown that the lower the level of educational attainment, the greater the proportion of people living in poverty. Figure 6 shows the educational attainment of individuals age 25 years and older living in poverty compared to the regional representation.

English Language Learners

The high number of English language learners (ELL) is another important characteristic of San Diego County. According to the Migration Policy Institute (2010), California has the largest ELL student population in the country. So, it is no surprise that ELL make up a significant portion of the California public school students. The 1,346,333 English learners constitute 21.6 percent of the total enrollment in California public schools (Kidsdata.org, 2013). Specifically, San Diego County Office of Education (SDCOE, 2013) indicates there are 2,055 ELL in San Diego County public education schools and the top language spoken at home other than English among K-12 students is Spanish (ACS, 2013).

San Diego's immigrant population is largely comprised of Mexican immigrants (47%). Due to the seasonal nature of farming many of these workers are unemployed for several months of the year. Unfortunately, this population is underserved and difficult to connect with as they often live in remote areas and frequently change locations to find employment. As migrants establish themselves in our communities and seek to improve their employment opportunities, many seek English language and short term career educational services.

Migrant Population

Agriculture in San Diego County covers 273,176 acres and consists of 5,255 farms, the third highest number of farms compared to all counties within the United States. Significantly, about 90 percent of farm revenues are derived from labor-intensive crop industries. As more farming has been slowly moving toward north inland San Diego County, migrant workers have followed, many of them undocumented. According to USC Center for the Study of Immigrant Integration (2008-2012), approximately seven percent of the San Diego County population are authorized immigrants (non-U.S. Citizens) and six percent are unauthorized immigrants (non-U.S. Citizens).

Military

Of particular significance is that, San Diego County is home to the third largest Armed Forces veteran population in the nation and is the number one destination for veterans returning from Iraq and Afghanistan. According to the County of San Diego Health and Human Services Agency (SDHHSA), there are seven military bases with approximately 110,700 active duty personnel and 118,300 family members, which represents 7.6 percent of San Diego County's total population. Additionally, there are 240,577 veterans that reside in San Diego County (SANDAG, 2011 estimates) and approximately 80,000 that live specifically in North County (Veterans Association of North County, VANC, 2007). Many of these veterans have a disability and are in need of short-term CTE training or programs for adults with disabilities. According to SDHHSA, 20 percent of veterans returning from Iraq/Afghanistan suffer from either PTSD or major depression. An additional 320,000 may have experienced traumatic brain injuries during deployment. Regardless of the type of disability, services and classes are needed to specifically serve this population. Currently, Palomar College has more veterans enrolled than any other college in the state.

Literacy

Adult illiteracy is defined by the inability to speak English, regardless if a person is able to speak and write in another language. Research strongly supports the negative impact that illiteracy has on the individual and family including: difficulty in finding employment, high healthcare costs, lack of community engagement, dropping out of High School, and incarceration. The San Diego Council on Literacy estimates that the cost of adults reading at the minimum level is \$8,000 per adult or over \$3 billion annually.

San Diego County has 444,000 adults who read at the lowest level of literacy. This equates to 20 percent of adults who are not reading prose above the 4th grade level (San Diego Council on Literacy, 2014) and are unable to read medicine labels, recipes or even read to their young children.

Disability

Approximately nine percent of its population in San Diego County has a documented disability (ACS, 2009-2013).

Labor Market

San Diego County has 1.2 million wage and salary jobs (U.S. Census, 2008-2012). The County has a diverse economy with a strong tourism sector, a sizeable defense industry and a bustling technology cluster. The United States Department of Defense (DOD) is the largest employer in San Diego County. According to the SANDAG (2011), approximately five percent of people 16 years and older are in the Armed Forces or are civil servants in the DOD. Per Employment Development Department (EDD) (2012), the State of California projects that the growth in San Diego County will add 205,000 new jobs by 2014, an increase of 14.7 percent.

The industries with the highest projected growth rate in San Diego County are (1) Professional Business Services, (2) Education and Health Services, and (3) Management of Companies and Enterprises. The top three occupations with the most job openings are retail salesperson, cashiers, and waiters and waitresses. These occupations require less than a high school diploma but only have a median wage of \$9 to \$11 per hour. Other forecasted occupations that have higher wages will require a high school diploma to be competitive. More details about the fastest growing and largest growing occupations in San Diego County are listed in Appendix C.

With an approximate six percent unemployment rate in San Diego County (U.S. Bureau of Labor Statistics, April, 2014), job openings are still extremely competitive. Earning a high school diploma, certification in a specific field, and/or an Associate's Degree or higher is necessary in meeting the minimum requirement for occupations that provide decent wages and allow an individual or family to live above poverty in San Diego County where the cost of living is high.

SDNAEP Profile

Location and Geography

San Diego North Adult Education Partnership (SDNAEP) is located in the north inland area of San Diego County (See Figure 1). San Diego's North County Inland is a vast, expansive region known for its rustic beauty, diverse terrain and miles of open spaces. It is comprised of a collection of unique communities, from the lush valleys and mountains of Escondido and Valley Center to scenic Rancho Bernardo, nestled between rolling hills amidst golf courses and wineries. Other communities in this region include Fallbrook (home of the Avocado Festival) and Palomar Mountain which features the Palomar Observatory, operated by the California Institute of Technology.

Understanding the community and economic characteristics of the City of San Diego and San Diego County as a whole are important factors in determining the educational needs of adults in the SDNAEP region. A large part of our service delivery area is in the City of San Diego. To ensure a quality and adequate educational program that meets the needs of all (including special populations such as migrant workers, ELL or adults with disabilities), SDNAEP refined its examination of needs to more local levels. Table 6 provides a quick snapshot of the SDNAEP demographics.

Table 6: Snapshot of SDNAEP

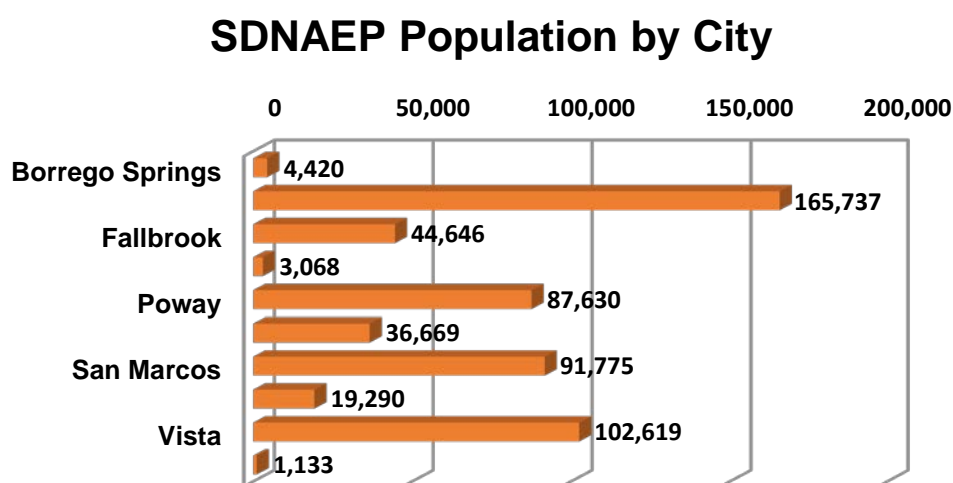
SDNAEP Service Area Total Population			California Total Population	
Totals	780,938	%	37,812,798	%
Living in Poverty	125,731	16.1%	9,514,603	25.2%
No High School Diploma	115,579	14.8%	7,322,790	19.4%
Unemployment	59,351	7.6%	3,566,976	9.4%
ESL	324,838	41.6%	15,728,547	41.6%
Adults with Disabilities	79,048	10.1%	3,827,476	10.1%
In Process of Obtaining Citizenship	111,567	14.2%	5,402,035	14.3%
Literacy	123,916	15.9%	5,999,994	15.9%

Source: <http://ab86.cccco.edu/HelpfulResources/PlanningDemographicData.aspx>

Population

San Diego North Adult Education Partnership (SDNAEP) encompasses a large area in the North County Inland San Diego. Population size ranges from the largest, Escondido with 165,737 to the smallest population of 1,133 in Warner Springs. The variation in population across communities and cities is demonstrated in Figure 7. (Note: this figure does not include the portion of our region that is in the City of San Diego. Actual population numbers for our region are greater.)

Figure 7



SANDAG, 2013

The SDNAEP student population is diverse in age, culture, language, ethnicity, and in educational needs and goals. The largest portions of our students are Caucasian and Hispanic. Warner Springs has a large Native American population (16%) in their city. Table 7 shows the ethnic distribution.

TABLE 7: SDNAEP Ethnicity by County and City

County/City	White	Hispanic	Black	Native American	Asian/ Hawaiian/ Pacific Islander	Mixed / Other Race
San Diego County	47%	33%	6%	1.3%	13%	4%
Borrego Springs	55%	42%	.6	.8%	.4%	1%
Escondido	42%	47%	2%	.4%	6%	2%
Fallbrook	52%	41%	1%	1%	3%	4%
Julian	78%	16%	0	2.4%	1	2%
Poway	66%	13%	1.5%	.3%	16%	4%
Ramona	70%	25%	.7%	.7%	2%	2%
San Marcos	48%	38%	2%	.3%	8%	3%
Valley Center	58%	30%	.8%	5%	4%	2%
Vista	42%	49%	2.3%	.3%	4%	3%
Warner Springs	57%	23%	1.5%	16%	.1%	1%

SANDAG, 2013

Social Demographic Data for SDNAEP is summarized in Table 8. Of the 10 cities in SDNAEP, all but Poway and Valley Center have a lower median household income than San Diego County's. The highest median household income is in Poway (\$93,856) while the lowest is in Warner Springs (\$37,943). Related to this, six cities have percentages of persons living in poverty that are higher than the county average. The highest percentage of persons living below poverty is located in Escondido (18.7%) and Warner Springs (20%)

The County average percentage of those who speak other than English at home is 37%. Five of the 10 SDNAEP cities exceed this figure. Escondido at 48% and Vista at 44% are especially notable (See Table 8).

TABLE 8: SDNAEP Social Demographics for Each City

State/County/City	Median Household Income	**Have a Disability	Persons Below Poverty	Language Other than English Spoken at Home
California	\$61,094	8.3%	15.9%	43.7%
San Diego County	\$62,962	10.5%	14.4%	37.4%
**Borrego Springs	\$48,586	8.1%	16%	36%
Escondido	\$49,362	8.7%	18.7%	48%
Fallbrook	\$55,396	9.4%	15.6%	38.2%
Palomar-Julian	\$55,353	2.7%	14%	14%
Poway	\$93,856	6.4%	5.3%	21.3%
Ramona	\$61,094	9.5%	11.7%	32.1%
San Marcos	\$53,657	4.4%	16%	38.2%
Valley Center	\$85,146	8.7%	5.9%	26.6%
Vista	\$47,346	7%	16%	44.5%
Warner Springs*	\$37,943	*11%	20%	41%

2009-2013 ACS, *WS' disability percentage is based on individuals' employed, **based on ages 18-64

Students in SDNAEP school districts speak Arabic, Filipino, Mandarin, Spanish and Vietnamese at home (See Table 9). Five of the 10 SNAEP school districts have English Language Learner populations in excess of 20% (See Figure 8).

TABLE 9: SDNAEP Top 5 Languages at Home

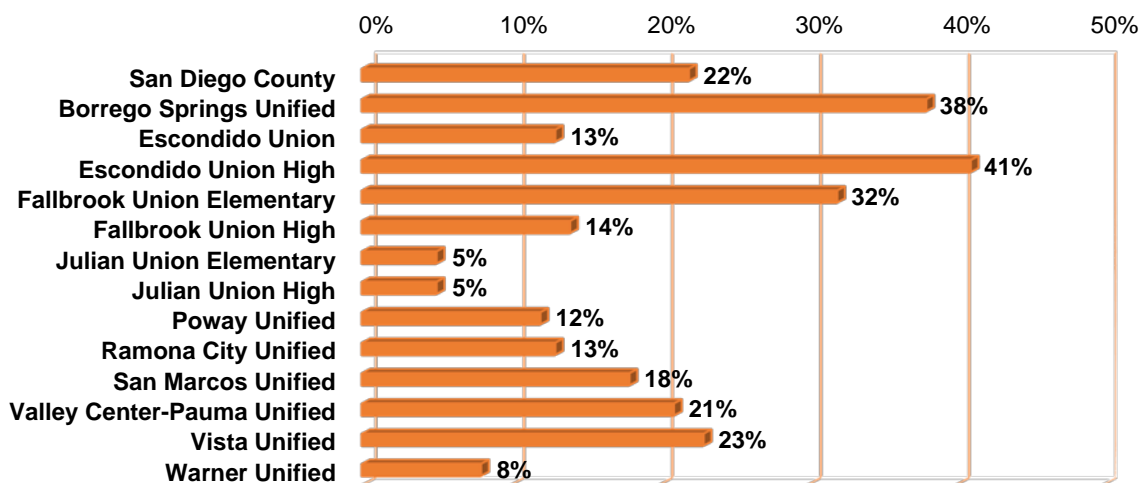
County/School Districts	Arabic	Filipino	Mandarin	Spanish	Vietnamese
San Diego County	2,364	3,164	791	90,137	2,676
Borrego Springs Unified	0	1	0	192	0
Escondido Union	51	44	1	7,083	91
Escondido Union High	6	11	26	1,075	7
Fallbrook Union High	3	0	0	118	1
Fallbrook Union Elementary	0	7	0	1,731	7
Julian Union High	0	0	0	6	0
Julian Union Elementary	3	0	0	118	1
Poway Unified	158	318	405	1,314	336

County/School Districts	Arabic	Filipino	Mandarin	Spanish	Vietnamese
Ramona City Unified	0	0	0	763	1
San Marcos Unified	12	21	22	3,322	71
Valley Center-Pauma Unified	0	5	1	876	1
Vista Unified	13	31	16	5,643	46
Warner Springs Unified	0	0	0	21	0

Kidsdata.org, 2013

Figure 8

English Language Learners in Public Elementary & High School

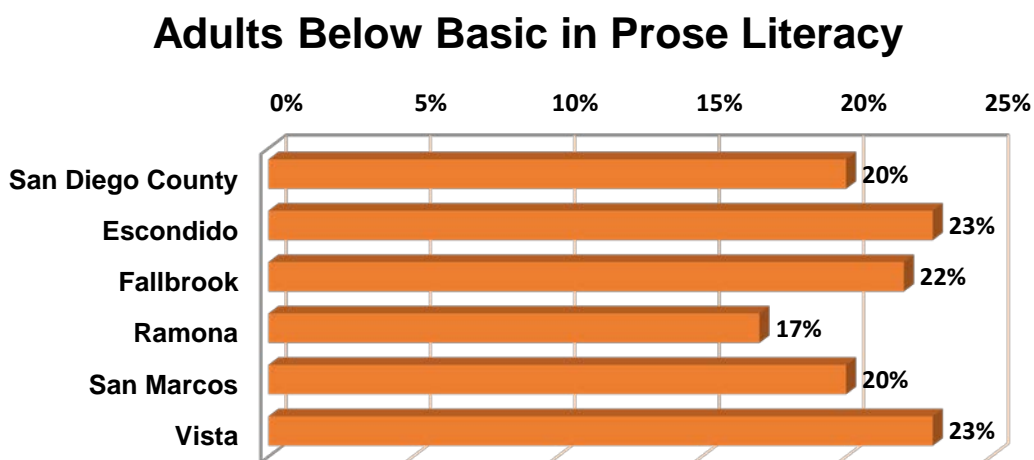


Kidsdata.org, 2013

Figure 9 shows the percent of adults who fall below basic (Level 1) in reading prose. Prose literacy is defined as “the knowledge and skills needed to perform prose tasks which include editorials, news stories and instructional materials” (National Assessment of Adult Literacy) (NAAL). Unfortunately, data was not available for some of the remote areas. Four of the cities listed had a higher percentage of adults reading below basic level than the San Diego County at (20%). The cities with the highest number of adults below basic level are Escondido (23%) and Vista (23%).

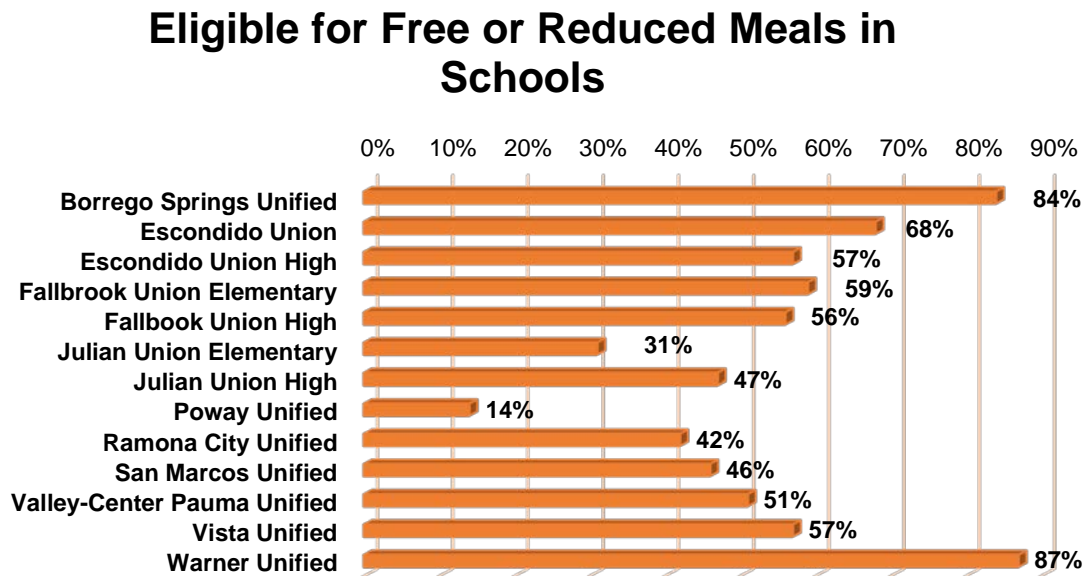
Additionally, as stated in Table 8, the poverty rate is approximately between 15 and 16 percent for most cities in the SDNAEP. Based on the eligibility for free or reduced meals in the public elementary and high schools, it was noted that Warner Springs (87%) and Borrego Springs (84%) have the highest participation but they also have the smallest enrollment at 284 for Warner Springs and 513 for Borrego Springs. Larger districts including Escondido Union (68%) and Vista Unified (57%) have a higher than average percentage of students eligible for free or reduced meals within their communities (See Figure 10).

Figure 9



San Diego Council on Literacy, 2013

Figure 10



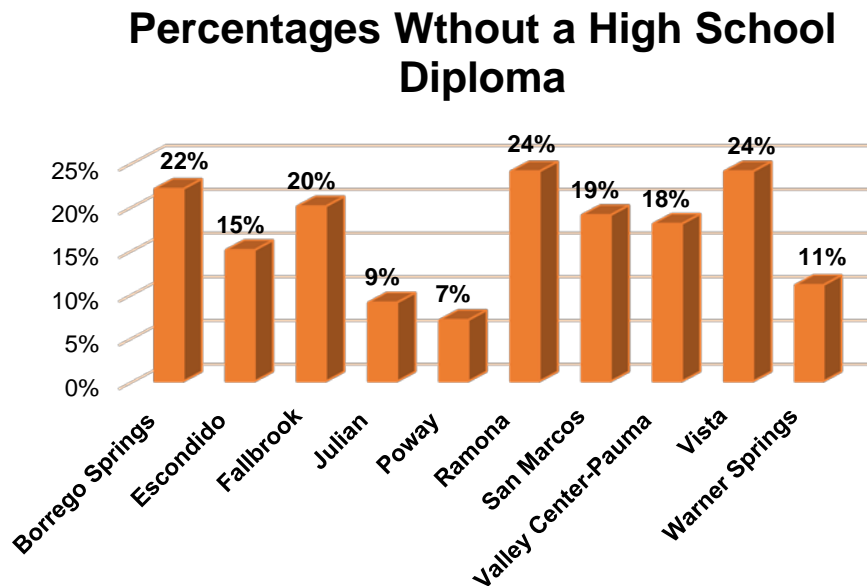
Kidsdata.org, 2013

Figure 11 shows the percentage of adults in the SDNAEP who do not have a high school diploma. Julian (58%) and Borrego Springs (41%) both have significantly higher numbers of adults without a high school diploma as compared to the other cities. They also have some of the highest poverty rates in the SDNAEP area. Among the larger cities, Vista (20%) and Escondido (17%) have the highest percent of residents with who lack a high school diploma. These too, have very high poverty rates. It must be noted that no data from Warner Springs, regarding the number of adults without a high school diploma, could be found.

Disability

The percentage of the population within SDNAEP's who have a disability is lower than the comparable county figure of 10.5%. The percentages vary by the locations in our area and range from 7.5% to 8%.

Figure 11



ACS, 2009-2013

English Language Learners

The issues of ELL and the levels of poverty impact all of the SDNAEP partner communities. For instance, all school districts have a high number of ELL adults and therefore need English as a Second Language (ESL), Citizenship, Adult Basic Education (ABE) and Adult Secondary Education (ASE) classes to improve their employment opportunities.

All of the school districts have a fairly high poverty rate again demonstrating the need for ABE, ASE and short-term Career Technical Education (CTE) training.

A major factor in providing effective AE in the area is access. Residents of the less populated school districts (Borrego Springs, Fallbrook, Julian, Ramona, Valley Center-Pauma, and Warner Springs) do not have easy access to any of the educational programs or services available in the SDNAEP.

In summary, adults in each SDNAEP community face an array challenges to obtain an education or find employment. These challenges range from needing a high school diploma, learning to read and write in English, or accessing information about how to enter a certificated program and/or community college and employment. Meeting the diverse needs of each community is challenging and will require extensive partnerships, resources and coordination of services in SDNAEP to ensure that no one is left behind.

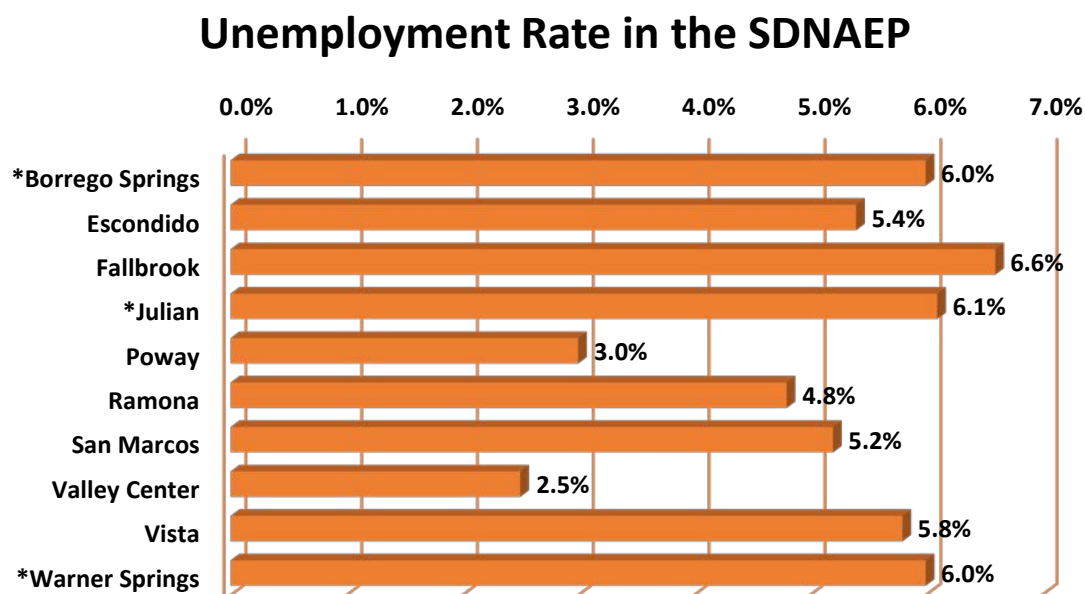
Labor Market

The unemployment rate for San Diego County is 6.0 percent (EDD, April, 2014). This compares with an unadjusted employment rate of 7.3 percent for California and 5.9 percent for the nation during the same period. The unemployment rates for SDNAEP are shown in Figure 12. Fallbrook (12.1%) and Vista (10.6%) have the highest unemployment rate at this time. It must be noted that for some of the smaller cities (Warner Springs, Julian, and Borrego Springs) data was not available through Census or EDD. Therefore, data was gathered from the city websites.

As stated earlier, several industries in San Diego County are forecasted to have robust employment growth over the next five years. Professional and Business Services, Information, and Construction are expected to grow by more than 20 percent, while the Leisure and Hospitality Industry will increase by roughly 17 percent (San Diego County Economics Forecast, 2012).

In the San Diego-Carlsbad-San Marcos Metropolitan Statistical Area many of the occupations projected to grow require no high school diploma, such as Retail Salesperson, Janitors and Cleaners, Personal Care Aides, Home Health Aides, and Construction Laborers. Others only require a High School Diploma including General Office Clerk, Customer Service Representatives, First Line Supervisors and Administrative Support personnel. However, jobs that only require a high school diploma pay significantly less at \$9.00 - \$15.00 depending on the position.

Figure 12



EDD, January 2015 (data not adjusted seasonally); *City Website, 2014

In summary, there are employment opportunities available in the North County Inland San Diego Area. In order to obtain jobs with higher incomes, a High School Diploma, GED, or certification is crucial. (See Appendix C).

Communities and District in the SDNAEP

Seven of the ten districts in the Palomar Community College District service area have joined with Palomar College to form SDNAEP. To describe the Partnership, the following paragraphs provide an overview of the geographical, cultural and demographic characteristics of the college district and all districts in its service area in the context of the communities that they serve. Information for school districts is organized alphabetically by city or community. The college district is listed last. SDNAEP membership is indicated.

Borrego Springs, CA – (Borrego Springs Unified: Member))

The city of Borrego Springs was formed in 1875. Today, it is an unincorporated area of northeast San Diego County with a population of 4,420. The village of Borrego Springs is surrounded and protected by 600,000 acre Anza-Borrego Desert State Park, the largest of California's State Parks. Here, in San Diego County's only desert community, the nearest stoplight is fifty miles away. The largest industries are Agriculture, Forestry, Fishing & Hunting and Accommodation & Food Services (U.S. Census, 2010). Tourism is a major industry, as there are four public golf courses, and the "Snow Birds" migrate annually to Borrego Springs.

District

Borrego Springs Unified School District (BSUSD) was formed in 1966. Today, BSUSD has four schools that serve 240 students from preschool to high school. The four schools include one elementary school, one middle school, one comprehensive high school, and one continuation school. The largest demographic segments of the students are Hispanic (75%) and White (21%). Additionally, 79% of students are socioeconomically disadvantaged, 38% are English learners, and 11% of students have a disability. The BSUSD is governed by a five-member Board of Education and the Superintendent is Martha Deichler.

Adult Education Program

Currently, BSUSD does not have an adult education program. In the past, adult education needs were met by Palomar College. However, because of low enrollments and reduced resources, the Borrego Springs site was closed in 2011.

Escondido, CA – (Escondido Union High School District: Member)

Escondido is at the core of Inland North San Diego County, an area that is emerging as a regional economic leader in the forefront of job development and new industries. Settled in a long valley in the coastal mountains of Southern California, Escondido provides a thriving urban environment in the midst of gentle rolling hills, and avocado and citrus groves. It lies about 18 miles inland, 100 miles south of Los Angeles, and 30 miles northeast of San Diego. The city of Escondido was formed around 1886. With a population of 165,737 and 34 constituent neighborhoods, Escondido is the 38th largest community in California. Residents of Escondido are comprised mostly of Caucasian (40%) and Hispanic (49%) with a poverty rate of 20%. Escondido's largest industries are Healthcare & Social Assistance and Retail Trade (U.S. Census, 2010). Currently, Palomar College operates a center in Escondido that has a large ESL program.

District

Escondido Union High School District (EUHSD) has been providing education services to the community of Escondido for over 110 years. Currently, EUHSD serves more than 8,500 students annually. The largest numbers of students are either Hispanic (60%) or White (31%). Additionally, 42% percent of high school students are eligible for free or reduced meals. The poverty rate for the city of Escondido is 20%. There are three

comprehensive high schools, one smaller high school focusing on health science and biotechnology, one continuation school (10th-12th grades), one independent study school, and one adult school. Escondido Union High School District is governed by a five-member Board of Education. The Superintendent is Steven Boyle.

Adult Education Program

Escondido Adult School (EAS) has been providing educational services since 1968 and currently serves approximately 4600 students annually (at its peak EAS served 7,600 students). Available programs are basic skills, High School Diploma / GED, English as a Second Language (ESL), Career Technical Education (CTE), and Apprenticeship programs.

Fallbrook, CA – (Fallbrook Union High School District: Member)

Fallbrook, an unincorporated part of San Diego County, is located in the northern part of San Diego County and bordered by Vista, Oceanside, Camp Pendleton and Riverside County. Fallbrook was formed in 1885. Today, Fallbrook has a population of 48,346 and is spread over 127 square miles. Fallbrook's primary business is agriculture and is known as the "Avocado Capital of the World." Annual revenues, from avocados alone, reach approximately \$26 million, earned mostly on small groves of two to ten acres. Fallbrook has over 50 wholesale and retail nurseries within the community. With nursery products and market flowers annually producing approximately \$83 million and citrus crops adding another \$1.3 million, agriculture accounts for just under a third of the area's personal income. The largest industry in Fallbrook is Retail Trade (U.S. Census, 2010).

District

Fallbrook Union High School District (FUHSD) began providing educational services in 1893 making it the 2nd oldest high school in San Diego County. Today, FUHSD serves 2,700 students and has one comprehensive high school, one independent study high school, and one continuation high school. The majority of students are Hispanic (56%) and White (36%), with 14% of ELL students and 56% eligible for free or reduced meals. The poverty rate for the city of Fallbrook is 14%. Fallbrook Union High School District is governed by a five-member Board of Education. The Superintendent is Dr. Hugo A. Pedroza.

Adult Education Program

Currently, FUHSD does not offer any adult education programs. Currently, Palomar offers ESL and general education courses in the evenings on the Fallbrook High School Campus. The District has purchased land in Fallbrook and plans to build a comprehensive Center to offer the general education courses needed to fulfill the requirements of an Associate's Degree and courses required to earn certificates in specialized career technical education programs.

Julian, CA – (Julian Union High School District)

Julian is a census-designated place (CDP) in San Diego County. It is a small mountain community in Southern California, about 50 miles northeast of San Diego. In 1870, the gold rush brought many people to Julian creating an instant city. Today, the population of Julian is approximately 6,548. This historic gold-mining town is nestled among oak and pine forests between the north end of the Cuyamaca Range and the south slope of Volcan Mountain. There are nine campgrounds / RV parks in and around Julian.

The entire township of Julian is a Designated Historical District. Julian is also unique among Southern California communities for its cold-winter climate, ideal for growing apples. All Julian apples are sold locally as apple pies, apple cider or whole fruit. In October, 10,000 apple pies a week are baked in Julian, when Southern California tourists flock here for the fall colors, cool breezes, frontier atmosphere and its famous Apple Festival. Julian's largest industry is Accommodation & Food Services (U.S. Census, 2010). The majority of Julian's residents are Caucasian and anecdotally, many of the residents are 4th or 5th generation with very tight family connections.

District

Julian Union High School District (JUHSD) was formed in the 1800's. Today, JUHSD encompasses approximately 627 square-miles of land area and 1.52 square-miles of water area. Julian Union High School District serves approximately 174 students and has one comprehensive high school and one continuation high school. The largest percentages of students are White (59%) and Hispanic (24%). Additionally, three percent of students are English learners, 47% are eligible for free meals, and nine percent of students have an Individualized Education Program (IEP). The poverty rate for the city of Palomar-Julian is 14%. Julian Union High School District is governed by a five-member Board of Education. The Superintendent is David Schlottman.

Adult Education Program

Currently, JUHSD does not have an adult education program.

Poway, CA – (Poway Unified School District: Member)

Poway was formed in 1980 and is currently ranked the 6th best city in California to locate a business, according to *Outlook Magazine*. Poway maintains its business excellence with the state-of-the-art Poway Business Park, a 700-acre complex, which encompasses the City's main commercial area. Currently, over 462 businesses with more than 19,000 employees are located in the Business Park. The Poway Business Park is a mix of commercial and retail space and is headquarters to Geico Direct Insurance, Sysco Foods, First American Credco Corp., and Toppan Optical Products, Inc. Poway's largest industries are Manufacturing and Healthcare & Social Assistance (U.S. Census, 2010).

District

Poway Unified School District (PUSD), the third largest school district in the County, was unified in 1962 when Poway High School became part of what was the K-8 Pomerado Union School District. Today, PUSD encompasses 100 square miles and serves approximately 33,000 students. The largest percentages of students are white (52%) and Asian / Asian American (19%). Additionally, 12 percent of students are English learners. The poverty rate for the city of Poway, 5%, though the majority of Poway Unified School District is in the City of San Diego. There are 22 elementary schools (K-5), six middle schools (6-8), one K-8 school, five comprehensive high schools (9-12), one continuation school, one adult school and 20 preschools. Poway Unified School District is governed by a five-member Board of Education. The Superintendent is John P. Collins.

Adult Education Program

Poway Adult School (PAS) began providing education services in 1965. It currently serves approximately 1000 unduplicated students annually in its basic skills, High School Diploma / GED, ESL, and CTE programs. In 2008-09, PAS served over 1,700 students, so has seen a decline of more than forty-one percent during the last five years.

Ramona, CA – (Ramona Unified School District)

Ramona is an unincorporated community with 35,804 residents. The city of Ramona was formed in 1886. Today, Ramona's community plan area consists of approximately 84,000 acres situated east of the city of Poway and north of Lakeside. It is known as the Valley of the Sun and is approximately thirty-six miles from San Diego. Ramona's largest industries are Retail Trade and Construction (U.S. Census, 2010).

District

Ramona Unified School District (RUSD) was established in 1893. Currently, RUSD serves 5,700 students and has five elementary schools, one middle school, two high schools, and one independent study high school. The largest portions of students are White (61%) and Hispanic (34 %) with 13% ELL and 42% eligible for free meals. The poverty rate for the city of Ramona is 12%. RUSD is governed by a five-member Board of Education. The Superintendent is Robert W. Graeff.

Adult Education Program

Currently, RUSD does not have an adult education program.

San Marcos, CA – (San Marcos Unified High School District: Member)

San Marcos is located in the beautiful foothills of northern San Diego County with a population 91,775. The city of San Marcos was formed in the early 1900's but wasn't incorporated until in 1963. San Marcos is home to Palomar College and California State University San Marcos and is thus becoming known as the heart of education in San

Diego North. San Marcos' largest industries are Manufacturing and Retail Trade (U.S. Census, 2010).

District

San Marcos Unified School District (SMUSD) was unified in the 1970's. Today, SMUSD encompasses 49 square miles and serves 20,000 students. The largest percentages of students are Hispanic (46%) and White (41%). Additionally, 18 percent of students are English learners and 46% are eligible for free meals. The poverty rate for the city of San Marcos is 15%. There are 11 elementary schools, three middle schools, two comprehensive high schools, one continuation high school, one independent study high school, and one charter school. San Marcos Unified School District is governed by a five-member Board of Education. The Superintendent is Dr. Kevin D. Holt.

Adult Education Program

Currently, the only adult education program that SMUSD is offering is concurrent credit recovery for high school students.

Valley Center, CA – (Valley Center-Pauma Unified High School District: Member)

Valley Center-Pauma is located in a rural, remote, agricultural area in northern San Diego County adjacent to the city of Escondido and approximately 50 miles from the city of San Diego. Today, Valley Center has exactly 21,434 acres of agricultural land with 14,829 acres in avocados. Agriculture and Indian Gaming are the primary industries in the community.

District

Valley Center-Pauma Unified School District (VCPUSD) began providing educational services around 1923. Today, VCPUSD encompasses 344 square miles and is surrounded by five Indian Reservations (La Jolla, Pauma, Pala, Rincon and San Pasqual Reservations). The Palomar Observatory is located on Palomar mountain top in the Cleveland National Forest which is included in the district's boundaries.

The PK-12th grade district has a student population of approximately 4,100. There is one primary school, two elementary schools, one K-8 school, two comprehensive high schools, and an independent study program for K-12. Approximately 1000 students are ELL and most of the parents have an elementary education and work in agriculture. The largest percentages of students are Hispanic (46%) and White (39%). However, Valley Center-Pauma Unified serves one of the larger American Indian student populations in the State of California, serving 479 (10%) American Indian students residing from 5 distinct reservations within the district boundaries. Additionally, 22 percent of students are English learners and 51% are eligible for free or reduced meals. The poverty rate for the city of Valley Center-Pauma is 6%. Valley Center-Pauma Unified School District is governed by a five-member Board of Education. The Superintendent is Mary Gorsuch.

Adult Education Program

Currently, VCPUSD does not offer any adult education programs.

Vista, CA – (Vista Unified School District: Member and Fiscal Agent)

The city of Vista is located between Southern California's largest trade centers; Los Angeles - 90 miles north, Orange County - 45 miles north and San Diego - 20 miles south. Vista was incorporated in 1963. Today, Vista is a community of approximately thirty-eight square miles with over 102,000 residents. Vista's largest industries are Manufacturing and Retail Trade (U.S. Census, 2010).

The history of the Vista Unified School District (VUSD) began in the late 1800's with three tiny school districts in the area now known as Vista. In 1916, those three schools combined to form Vista Union School District. In 1935 voters in the district decided to form a unified school district and build a high school in Vista. (Previously students had to attend Oceanside or Carlsbad High School as no high school existed in Vista.) Today, VUSD encompasses 214 square miles across most of Vista, a large portion of eastern Oceanside, some unincorporated areas and small slivers of Carlsbad and San Marcos.

District

Vista Unified School District serves over 32,000 students Pre-K to adults: 25 elementary schools, four middle schools, four comprehensive high schools, one continuation high school, one charter alternative academy, one charter independent study school, one K-8 charter home school, one charter technical education school, one school that serves orthopedically handicapped students, one newcomer language center, and one adult school. The largest percentages of students are Hispanic (60%) and White (27%). Additionally, 23 percent of students are English learners and 57% of students are eligible for free or reduced meals. The poverty rate for the city of Vista is 16%. Vista Unified School District is governed by a five-member Board of Education. The Superintendent is Dr. Devin Vodicka.

Adult Education Program

Vista Adult School (VAS) was established and began serving students in 1977. From that moment on, VAS has continued to grow, increasing from one small site to two campuses. Today, VAS serves approximately 4,200 students annually and offers programs in basic skills, High School Diploma / GED, ESL, Citizenship, and CTE. In 2008-2009 VAS served over 5700 unduplicated students indicating more than a 36% decrease in student enrollment over the past 5 years.

Warner Springs, CA – (Warner Springs Unified School District)

Warner Springs, California is a small unincorporated community located in northern San Diego County. It has a population of 1,133. The median home cost in Warner Springs is \$104,900 and cost of living is 5.40% lower than the U.S. average. There is limited information available about Warner Springs, as there is no census data.

District

Warner Unified School District (WUSD) has been providing educational services to the community of Warner Springs since 1935. Currently, WUSD encompasses a 432 square mile region and serves approximately 772 students. Approximately 85% of students are ELL and 87% are eligible for free or reduced meals. The poverty rate for the city of Warner Springs is 20%. The district serves the Santa Ysabel and Los Coyotes Reservations with approximately 450 residents. There is one elementary school, one middle/high school and one continuation school. Warner Springs Unified School District is governed by a four-member Board of Education. The Superintendent is Dr. Melissa Brown.

Adult Education Program

Currently, WUSD does not offer any adult education programs.

Palomar Community College District: Member

Palomar College (PC) is a public, two-year community college in San Diego County with its San Marcos campus located approximately 30 miles north of San Diego. It opened its doors in 1946 with exactly 100 students. Today, Palomar College's 200-acre main campus, Education Center in Escondido, and four additional sites at Camp Pendleton, Fallbrook, Mt. Carmel, and Pauma Valley serve a District covering 2,555 square-miles ranging from urban to agricultural areas of North San Diego County. (Classes are also offered in Ramona and at sites throughout the District as needed). Palomar serves over 30,000 students, annually, who travel from many areas within San Diego County.

The Escondido Center is located on eight acres owned by the district and serves approximately 5,000 students who attend day, evening, and some weekend classes. The Center is supported with enrollment services, classified and technical staff. The proposed North Education Center, in Fallbrook, will be located on a newly acquired property and a Southern Center will be established on newly acquired property in Rancho Bernardo.

Palomar College constitutes a single-college district, and it is the largest community college in San Diego County. Palomar College has five academic divisions: (1) Arts, Media, Business, and Computing Services; (2) Career, Technical, and Extended Education; (3) Languages and Literature; (4) Mathematics and the Natural and Health Sciences; and (5) Social and Behavioral Sciences. Within those divisions, and in noncredit courses, the college offers more than 300 credit degree and certificate programs.

In the November 2006 General Election, voters approved an educational facilities improvement measure (Proposition M), which provides the majority of the funding for the college's \$1 billion construction and remodel plan. The first major step in the implementation of this plan was realized with the completion of the Natural Sciences Building, which opened for the fall 2007 semester. *Master Plan 2022* is transitioning

Palomar College into its next generation, as an outstanding institution in higher education committed to the learning success of its students and responsive to the changing needs of its diverse community.

The students of PC are highly diverse in their ethnicity, language, culture, socioeconomic status as well as the cities in which they reside. Students from all over San Diego County attend PC. Palomar College does offer programs that can assist students with financial needs. The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. In 2013-2014, PC had 4,963 unduplicated students receive a Pell Grant. In this current year, as of January 2015, 4,520 students have received a Pell Grant. Another program that assists students with financial need is the Board of Governors Enrollment Fee Waiver, which waives the course enrollment fee for California residents based on a criteria including if a student is receiving TANF/CalWORKS benefits, SSI, General Assistance and other type of similar programs. In 2013-2014, 14,198 students received a Board of Governors Enrollment Fee Waiver. Currently in 2014-2015, 14,537 students have received the Board of Governors Enrollment Fee Waiver.

Analysis: SDNAEP Adult Education in Context

The community and economic data together, explain the need for adult education in SDNAEP. SDNAEP has an ethnically diverse population. SDNAEP has approximately 25% of the total population of San Diego County. (Sources: AB86 Planning Demographic Data Sheet and <http://quickfacts.census.gov/qfd/states/06/06073.html>).

The SDNAEP service area is unusual in that it includes four cities, of varying size, and also remote rural communities (four unincorporated areas and two Census Data Places) The Partnership area's poverty level is higher than the County at 14% and there is a large ELL population.

Unique to SDNAEP is the significant number of Native Americans living on five reservations surrounding us and the very large numbers of active duty military and veterans that are included in our melting pot.

Finally, within SDNAEP particular cities and communities are facing high unemployment rates and high illiteracy rates demonstrating a significant need for academic and career education programs.

In the face of these documented needs for educational programs and services, within SDNAEP, all area school districts and Palomar College (PC) have experienced a slow decline in their funding and, subsequently, in the programs and services they are able to provide to adults in the SDNAEP area. (See Table 12.) Overall, SDNAEP had a 30 percent decline of student enrollment in 2013-2014 year. Poway (49%) and Escondido (38%) had the largest decline in enrollment in AE.

Currently, all school districts are operating their AE programs with minimum operating costs. Thus, there can be no growth in programs and services, no new programs or services added, and no salary increases for instructors.

In short, it has been a very challenging time in adult education. Available resources do not meet demands. In this context, AB 86 provides an invaluable opportunity to step back and take a hard look at our adult education programs and evaluate 1) what is currently working, 2) what needs to be changed, 3) how can we fully utilize current funding and available resources, and 4) how can we establish partnerships to bring resources to our students?

OBJECTIVE 1: EVALUATION OF CURRENT LEVELS AND TYPES OF ADULT EDUCATION

An evaluation of current levels and types of adult education programs within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act.

Synopsis: To plan programs and services for the area, the SDNAEP made an exhaustive study of the needs and gaps. Findings were based upon analysis of demographic and census data, summit meetings and follow-up with stakeholders, expert consultations and surveys of community, business, faculty and students. Analyses focused on numbers and quality of program offerings. Criteria were student access, student services, instructional strategies and student outcome data. All five AE program areas are offered in the SDNAEP region.

Program quality is good. There are extensive measures to remove barriers to student access. Class offerings are consistent with labor market needs and student assessments are effective, although instruments and documentation are not common for all providers.

Findings of inadequacy were related to the number of program offerings, data collection issues and the need to serve greater numbers of students at an accelerated rate. Specifically, additional partnerships and pathways are needed. Improved, consistent and shared data collection among providers is critical for student and program evaluation and improvement. Student services, to mitigate barriers to access, are needed. Flexible and online instructional strategies are required to serve more students, at a faster rate, particularly in remote areas. Programs and services for the disabled must be expanded.

Finally, across the entire region, additional programs and class offerings must be provided to address unmet needs of adult learners.

There is a long history of collaboration and cooperation among Palomar College (PC) and the K-12 districts within its boundaries. All of these providers, including Palomar College, have had long term partnerships as members of the San Diego County Regional Occupational Program and met monthly as part of the North County Council for that group. In addition, Palomar has partnered with the school districts on numerous efforts, including SB70 for Faculty and Counselor Work Experience, SB1070 for Regional Career Technical Education Pathways, a National Science Foundation (NSF) grant for the implementation of a Geographic Information Systems (GIS) career pathway, and the California Career Pathways Trust Grant.

Table 10 summarizes the adult education (AE) programs offered in the five program areas within the SDNAEP. Although Escondido and Poway Adult Schools do not offer programs specifically designed for adults with disabilities, adults with disabilities are served through in all program areas.

TABLE 10: List of Adult Education Programs Within SDNAEP

School	Basic Skills	High School Diploma	GED	ESL / Citizenship	Adults with Disabilities	CTE	Apprenticeships
Escondido Adult School	X	X	X	X		X	X
Poway Adult School	X	X	X	X		X	
Vista Adult School	X	X	X	X	X	X	
Palomar College	X			X	X		X

Program Quality

Escondido Adult School (EAS) and Vista Adult School (VAS) are accredited by the Western Association of Schools and Colleges. Palomar College (PC) is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC / WASC), an institutional accrediting body recognized by the Council of Higher Education Accreditation and the Department of Education. Participating in the accreditation process ensures the quality of education and ensures schools set standards for good practice, conduct peer-based evaluations of institutions on a regular basis, and make the results of accreditation review of institutions known to the public.

Methodology for Evaluation

To assess current status and evaluate options, SDNAEP identified the following 1) identify gaps in programs and services in the five program areas, 2) determine strategies to close gaps and create a transition system that increases the success of students moving from adult education (AE) to either community college (CC) or the workforce, 3) discover approaches that can accelerate a student's progress toward their academic or career goals, 4) determine professional development that is relevant and collaborative with all SDNAEP adult educators, and 5) determine how the Partnership will leverage existing assets or structures to benefit the adult learners in the region.

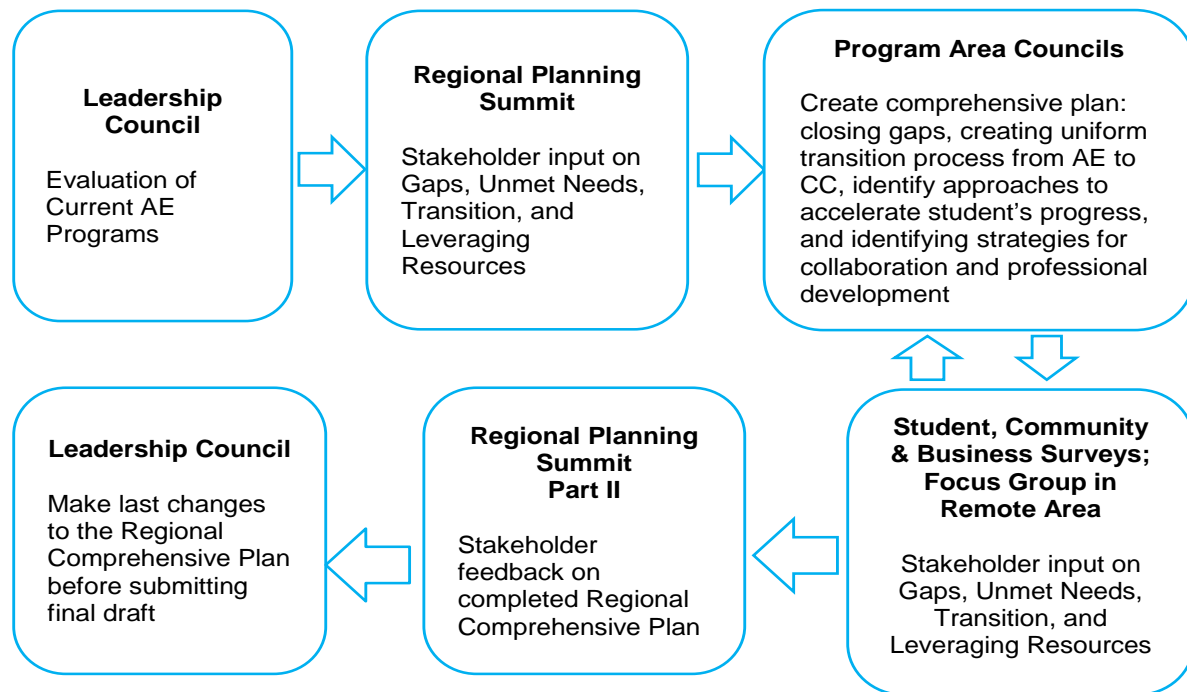
In order to accomplish our task, we relied on both qualitative and quantitative assessments. (See Figure 13). We initially assessed AE programs and services by evaluating school data such as enrollment, completion status, retention rates and dropout rates. Analysis of this data led to hypotheses regarding gaps and unmet needs in our adult education programs.

We acquired a more in depth analysis of the current status of SDNAEP by conducting a Regional Planning Summit. This event involved stakeholders such as teachers, administrators, superintendents, board members, employers, community based agencies, state agencies, and students (See Appendix D). The goal of the Summit was to receive input on the strengths of our current AE programs, the gaps in our programs and services, and strategies that the Partnership could use to close gaps. We also used the Summit to discover future partners and to collaborate with all as to how the Partnership could position itself to be strong and effective.

A follow-up survey was sent both to Summit participants, and also to invitees who did not attend the summit, to obtain more information regarding current adult education programs and services (See Appendix E).

Figure 13

Data Flow Process



The combined results of the Summit and follow-up surveys provided:

- Identification of strengths and gaps in our adult education programs,
- better understanding of how our Partnership can operate successfully,
- suggested strategies to close gaps and create seamless transitions from adult education to postsecondary education, and a
- a list of agencies and organizations that wanted to become partners with the SDNAEP (See Table 2).

To gain a more in-depth understanding of the needs of adults with disabilities, SDNAEP also met with a group of rehabilitation counselors from the State Department of Rehabilitation (DOR). DOR's purpose is to assist adults with disabilities with career guidance and counseling, training, education and employment, and the rehabilitation counselors who met with SDNAEP provided key ideas and additional information about

unmet needs, program and service gaps, and recommendations of how to close gaps, to serve adults with disabilities.

SDNAEP held a separate focus group in Julian, a more remote area in the region on December 11, 2014. Members of the public and school districts from all of the other remote districts and communities in the region (Borrego Springs, Fallbrook, Julian, and Warner Springs) were also invited to collect provide information about their educational needs and gaps. While only residents from Julian, attended the event, they shared their understanding of the neighboring remote communities including Warner Springs, Borrego, and Ramona.

A second Regional Planning Summit was held on January 23, 2015 to enable stakeholders to share feedback on the draft of the Regional Comprehensive Plan,

Findings from each of these proceedings were given to the Program Area Councils (PACs) (See Table 4) to review and include in the comprehensive plan to better serve the adult needs of our Partnership.

Additional separate stakeholder surveys were used to solicit additional information from current students (See Appendix F), instructor/staff (See Appendix G), community members (See Appendix H) and businesses (See Appendix I) located in the SDNAEP. Special effort was made to ensure that stakeholders from remote cities, not represented at the Regional Planning Summit or in the PACs, were contacted. The student and community surveys were available in Spanish.

Questions targeted stakeholders' educational experiences, unmet needs, and barriers that prevented participation in AE programs. These results were also filtered to the PACs for further analysis.

Based upon this methodology, our analysis of the quality and adequacy of our AE programs and services in each of the SDNAEP program areas is provided below.

CURRENT LEVELS AND TYPES OF ADULT EDUCATION

Program Area #1: Adult Basic Education (ABE) / Adult Secondary Education (ASE)

Table 1.1A indicates a total of 5,211 students were enrolled in the SDNAEP Elementary and Secondary Basic Skills courses in the 2012-2013 school year, which generated 793 ADA/FTE units. The total operational cost for this program was \$3,356,537. During the 2013-2014 school year, the total operational cost was 3,732,495.

Appendix J lists the elementary and secondary basic skills programs, including High School Diploma and GED classes that SDNAEP currently offers.

Student Access

Both the Adult Basic Education (ABE) and Adult Secondary Education (ASE) classes are offered in the morning, day, and evening, Monday through Friday. Classes are provided at the main sites at EAS, PAS, and VAS and at the main site of PC as well as in public schools, churches, and apartment buildings in Escondido, Ramona and Pala. Palomar College (PC) offers only ABE classes. PC offers these classes at their main site and also at their at Escondido and Pala locations. PC has also purchased property in Fallbrook and is planning to open a center there in the future.

In summary, the majority of individuals located in the SDNAEP (Escondido, Fallbrook, San Marcos, Poway, Ramona and Vista) have direct access to ABE and ASE classes in their neighborhoods and during hours that meet their needs. However, the remote and rural districts that are not members of the SDNAEP do not offer AE programs and therefore access for those adult students is limited.

Student Services

Escondido Adult School offers childcare for morning and afternoon classes, removing one major barrier that prevents students from attending school.

Escondido, Vista and Poway adult schools are all GED testing sites for the convenience of their students. The GED test is now online and is offered on a weekly basis at each school. Students have the option to take the GED in different languages. Escondido, Vista and Poway have also all begun or are about to begin to serve as testing centers for the HiSET, an alternative high school equivalency test recognized by the State of California.

Student Orientation and Assessment

All adult schools and PC require students to attend an orientation that provides general information about the ABE and ASE programs, (Palomar College (PC) offers only ABE classes.) All adult schools and PC require students to attend an orientation in which they are informed about the ABE and ASE programs. Students are assessed to determine their basic skills level in reading, writing, and math for appropriate class placement.

The required student orientations are held frequently to accommodate students with inflexible schedules, so they don't have to wait until a new semester begins before starting class. ABE and ASE orientations are provided often, but times and dates vary among the adult schools and PC.

In the weeks before and after classes begin, orientations for ABE and ASE are held regularly. However, during the general semester, EAS continues to hold weekly orientations for entry into ABE and ASE, PAS holds orientations twice per month, and VAS holds orientations every month. Palomar College provides orientations only at the beginning of each semester.

The orientation includes class description and schedules, student expectations, class requirements, and a meeting with a staff member or counselor to discuss their education or career goals. During this orientation, students complete an assessment that is used to determine where each student will begin their learning. Each adult school uses a different assessment: EAS (CASAS), PAS (TABE) and VAS (Read On and a writing sample). PC uses Compass and CELSA for initial student assessment.

In most cases, educational plans are “informally” created to help students understand the steps needed to achieve their goals. Each adult school and PC handles educational plans differently. Escondido Adult School and PAS use a computer based program called Career Cruising as the foundation of their educational plans while VAS uses an Individualized Graduation Plan (IGP) that is a formal document outlining what courses and/or tests must be passed in order to complete the high school diploma requirements.

Each of the adult schools employs at least one full-time counselor. Escondido Adult School, PAS and VAS offer career counseling to assist students in determining their academic or career goal, to help choose classes as well as to assist students in removing barriers to success. Palomar College offers formal career counseling and also has classes designed to assist students in preparing for careers such as Career Center Counseling 165. PAS requires a student portfolio prior to graduation and VAS requires a senior project for graduation completion.

To monitor student progress in programs, adult schools assess students after every 60 to 90 hours of attendance using CASAS tests. CASAS uses one system to assess all learners (ELL, ABE, GED and potential and incumbent employees) and measures multiple modalities: reading, listening, writing, speaking and math. Palomar College uses Compass for assessment. Because the Palomar program in Fallbrook does not have computers, CELSA is used as the assessment for that location. Adult Basic Education classes at PC are monitored by reviewing enrollment and by the instructor.

Instructional Strategies

Alternative instructional approaches in ABE and ASE address barriers school such as inflexible work schedules, childcare, and transportation that traditionally prevent students from attending classes.

Escondido, Vista and Poway adult schools also offer a “blended learning” alternative to complete the high school diploma requirements and/or prepare for the GED test. “Blended Learning” allows students to perform part of their work using an online program

and part of their work in a traditional classroom setting. Students are still expected to attend school on a regular basis. The benefit is that students can accelerate their learning as they are able to access the online coursework anywhere there is a computer with Internet.

Distance Learning (DL) is another alternative for students who have difficulty attending school on a daily basis. Vista and Poway adult schools offer DL for ABE to enable students complete the coursework online. If students do not have access to a computer with Internet, they are able to complete work at the school or a local library. Students are required to meet with the instructor on a weekly basis in order to review work and receive lessons on areas where students may struggle on their own.

Finally, Independent Study (IS) is provided for the ASE program, as another option for students who are unable to attend the High School Diploma (HSD) class on a regular basis. This program is similar to DL in that it uses an online software program and all work is completed online. Students are also required to meet with the instructor on a weekly basis.

Student Outcome Data

Evaluating the school data from all adult schools and PC indicated:

- All adult schools and PC show a healthy enrollment for ABE and ASE despite the decline in enrollment between 2012-2013 and 2013-2014.
- In 2012-2013 and 2013-2014, all adult schools showed an above average percentage of students in both ABE and ASE making one significant gain (an increase one level based on the CASAS tests).
- Vista Adult School demonstrated an above average percentage of students in both ABE and ASE making two significant gains (an increase of more than one level based on the CASAS test) for the 2013-2014 school year.
- Over 50% of students enrolled in Escondido Adult School's ASE program obtained the GED credential in the SY2012-2013 school year and 46% students obtained their GED credential in SY2013-2014. Furthermore, EAS's official pass rate for the GED Test Center is 71 percent, slightly higher than the California GED test rate of 69 percent.
- Poway Adult School's official pass rate for the GED Test Center is 89%.
- Vista Adult School revealed an above average percentage (57%) of students passing the CAHSEE exam in the 2013-2014 school year.

Overall, the school data supports that students are learning and gaining knowledge to move through the ABE and ASE programs (See Appendix K). Furthermore, the data shows that the most students in ABE and ASE classes are persistent and attends classes regularly.

Evaluation of ABE and ASE program data also indicated the following challenges:

- (1) Remote areas in our Partnership such as Borrego Springs, Fallbrook, Julian, Ramona, Valley Center, and Warner Springs are underserved as they have no ABE or ASE program in their local area. Access to ABE and ASE programs for those populations is inadequate.
- (2) Each adult school uses a different standard for assessment for student placement and progress in ABE and ASE classes. This makes it more difficult for students to transfer among adult schools and PC. As a result, students may be required to retest and subsequently, be placed incorrectly. Students may need to retake classes thus extend their time to complete their goal. Finally, this assortment of evaluation approaches makes it difficult to make comparisons among the adult schools as the assessment standards are so different.
- (3) The variety (or lack) of educational plans used by districts impedes transferring among schools and college. Students who transfer with no educational plan to share with a new school which could serve as a starting point.
- (4) There is no consistency in data entry or data reports for students in the ABE and ASE programs. This makes it difficult to accurately determine retention rates, high school diploma completion rates, and dropout rates. Furthermore, not all adult schools and PC use the same criteria for reporting the data that is available, making it even more difficult to provide outcome data.
- (5) Palomar College's data system only provides total student enrollment in the beginning of class and the total number of certificates provided. In some classes, however, students are not issued a certification until the higher level class is completed. (ABE / Literacy I has no certificate, but ABE / Literacy II does have a certificate.) Although many students are enrolled in the ABE classes, it's difficult to determine retention rate or to accurately assess successful completion rates, based on the data that is available.

- (6) Because HSD and GED students are enrolled in the same class, there is no way to differentiate performance between the two groups, or to determine the passage rate for GED or HSD unless a school manually keeps track each student. As a result, VAS has no reporting data for GED and HSD with the exception of the total number of High School Diplomas issued and passage of GED. Furthermore, GED used to be a paper/pencil test and was managed by ETS. In January 1, 2014, the contract went to Pearson Vue, which is an online testing program. All data with ETS is now unavailable to the schools. Thus the only student data available is from January 1, 2014 making it difficult to provide an accurate picture of the GED passage rate over time.

Program #2: ESL, Citizenship, and Workforce Preparation Classes in Basic Skills

Table 1.1A indicates a total of 8,989 students enrolled in the SDNAEP ESL, Citizenship and Workforce Preparation classes in basic skills in the 2012-2013 school year, which generated 1,515 ADA/FTE units. The total operational cost for this program was \$5,315,513. During the 2013-2014 school year, the total operational cost was \$5,143,685.

Student Access

The SDNAEP offers many courses in English as a Second Language (ESL) and citizenship classes all over the North Inland County of San Diego including Fallbrook, Escondido, Poway, Ramona, San Marcos, and Vista (See Appendix L). English as a Second Language classes are structured to help non-native speakers of English develop strong listening, speaking, reading and writing skills at the low, intermediate, and advanced levels in English needed for employment or to successfully complete vocational or college level courses for a career. These ESL classes are not only at the main adult school sites of Escondido, Poway and Vista, but are also provided in local public schools closer to the neighborhoods of our students. Poway Adult School offers ESL classes in various low income housing apartment buildings in the surrounding area of Poway and San Diego. Additionally, ESL classes are offered at the main site of PC as well as their centers in Escondido and Ramona and at Fallbrook High School. Palomar College has purchased property in Fallbrook and plans to build a center there in the near future. Furthermore, ESL classes are available Monday through Thursday in the morning, day,

and evening as well as (on a limited basis) on Friday and Saturday in the mornings at PC. In summary, the majority of individuals located in the SDNAEP (Escondido, Fallbrook, San Marcos, Poway, Vista, and Ramona) have access to ESL and citizenship classes.

Our citizenship program prepares students to pass all United States Citizenship and Immigration Services (USCIS) approved examinations and the USCIS oral interview, while also improving English reading and speaking skills. In addition, students are introduced to the culture, institutions and use of community services and agencies that can assist them in times of need. The overall program of ESL and citizenship is to help non-native speakers of English learn how to communicate with ease in public places, and improve reading, writing and pronunciation as these skills are needed to being successful in either the workforce or school setting.

Currently none of the adult schools or PC offer workforce preparation classes in basic skills as a result of diminished resources. However, PAS does provide ESL classes at Bridge Properties, an apartment management company, for their residents and offers VESL classes at two worksites in Poway and San Diego for General Atomics.

Student Orientation and Assessment

Orientations for ESL and citizenship classes are held frequently but vary between each adult school. In the weeks before classes begin, mass orientations for ESL and citizenship are held regularly. However, during the general semester, EAS continues to hold weekly orientations for entry into ESL and citizenship classes, PAS holds orientations twice per month, and VAS holds orientations every month. Palomar College holds orientations at the beginning of each semester only. The frequent orientations are held to accommodate students with inflexible schedules so they don't have to wait for a new semester before starting school.

Escondido, Poway and Vista adult schools all require students to attend an orientation that provides general information about the ESL and citizenship programs including class description and schedules, student expectations, class requirements, and a time to meet

with a qualified staff or counselor to create their educational plan. During this orientation, students are required to take an assessment that determines where each student will begin their learning. Escondido, Poway and Vista all use CASAS testing to determine placement into the ESL and/or citizenship classes and also to monitor progress. Palomar College uses Compass for their placement test and CELSA at the Fallbrook location, since there are no computers or Internet available.

Additionally, all adult schools assess students after every 60 to 90 hours of attendance using CASAS tests to monitor student progress. This ensures that no student simply remains in place, but is always moving forward. Palomar College uses Compass for assessment and since Fallbrook does not have computers, currently CELSA is used as the assessment for that location. English as a second language and citizenship classes at PC are monitored by reviewing enrollment and by the instructor.

Student Services

Educational Plans are “informally” created to help students achieve their goals. Each adult school and PC handles educational plans differently. During the orientations, students at the adult schools have the opportunity to meet with a qualified staff member or counselor to discuss their educational plans. Palomar College students, who are enrolled in the noncredit ESL classes, are able to meet with an ESL Student Specialist to develop an educational plan. After students advance to credit classes, they begin meeting with the college counselors.

Palomar College and adult schools offer informal career counseling to assist students in determining their academic or career goal; to help choose classes, and as assist students in overcoming barriers to success. Palomar College students are able to meet with the ESL Noncredit Matriculation Coordinator after they have taken the placement examination. The coordinator guides them through the sequence of instruction needed to complete the two courses in ESL.

Student Outcome Data

The enrollment for ESL has decreased for all adult schools and PC between 2012-2013 and 2013-2014. This is not surprising as a result of the budget cuts in the previous years. To determine the quality and adequacy of our ESL and citizenship programs, we reviewed school data for the past two years (See Appendix M) as well as data collected from the Regional Planning Summit, remote focus group, and stakeholder surveys and noted these positive outcomes:

- All adult schools and PC show a healthy enrollment for ESL classes despite the decline in enrollment between 2012-2013 and 2013-2014.
- In both years, all adult schools showed an above average percentage of students in ESL making one significant gain (this means a student moves up one level based on the CASAS tests).
- Vista Adult School and EAS demonstrated an above average percentage of students in ESL making two significant gains (this means a student moves up more than one level on the CASAS tests) for the 2013-2014 school year.
- Both PAS and VAS had above average percentages of students passing the citizenship interview test and all adult schools had above average percentages of students passing the Government and History test in both years.

The above findings document that students who continue to attend ESL programs are gaining new skills that allow them to advance to the next level in their learning. Each of the learning labs and classrooms have a qualified instructor with materials and computers that are current and state of the art software.

We are proud of the success we have had in helping students improve their English reading, writing, and speaking skills as well as gaining their citizenship. We also recognize, based upon the data, that there are areas that need improvement:

- (1) Remote areas in our Partnership such as Borrego Springs, Julian, Valley Center and Warner Springs are significantly underserved. These areas have no ESL, citizenship or workforce basic skills preparation classes. Palomar College had programs in Borrego Springs but, due to diminished resources, they had to close their classes. Given that all of these areas have a high proportion of ELL in their communities, the absence of ESL, citizenship preparation, and civic participation classes is a critical matter.

- (2) Currently, none of the adult schools or PC (with the exception of PAS which provides ESL and VESL classes to companies in the surrounding area) offer basic skills for workplace preparation classes.
- (3) While EAS, PAS and VAS use the same assessment standard in determining placement for ESL, civic participation and citizenship classes and for monitoring student progress, the analysis of this data varies from school to school. This makes it difficult to keep and compare consistent data on students and programs.

Compounding this problem, each school uses different labels when entering student data, potentially changing the outcome of reports. In order to better determine the quality of our ESL, citizenship preparation and civic participation programs, we need a more consistent process and better understanding of the student data reports. Finally, not all adult schools and PC use the same criteria for reporting making it difficult to provide outcome data such as retention rate and successful completion of programs. In short we are comparing apples to oranges and

- (4) Because each adult school and PC uses a different educational plan, some more formal than others, students' educational history (academic goal, completed classes, grades, test results, etc.) may not be available when students transfer to a new school. Additionally, not all students are required to obtain an educational plan so it is consistently available. Students who transfer without an educational plan may have to repeat assessments, classes and/or programs, thus delaying their educational advancement, at a personal and financial cost.

Program Area #3: Quality and Adequacy of Educational Programs for AWD

Table 1.1A indicates a total of 538 students enrolled in the SDNAEP programs for adults with disabilities in the 2012-2013 school year, which generated 41 ADA/FTE units. The total operational cost for this program was \$576,355. During the 2013-2014 school year, the total operational cost was \$543,353.

Student Access

The SDNAEP provides a limited number of classes to help students with disabilities achieve their academic or career goal (See Appendix N). All members of SDNAEP ensure equal access and provide the necessary accommodations to remove barriers in order for students with disabilities to meet their academic or career goals Strategies to

promote access include specialized programs and classes with instructional strategies targeted to the needs of students with disabilities

Vista Unified School has a partnership with Department of Rehabilitation (DOR) – Workability II Program. This partnership focuses on serving the most significantly disabled DOR students in the San Diego North Coastal and Inland areas. As a result of this partnership, VAS created the Career Essentials class that is specifically for adults with disabilities. This class assists students with selection of career goals, vocational training, and provides educational resources and employment services.

Each student meets with a counselor individually to develop a vocational plan outlining their education and accommodation needs in the classroom as well as in the workforce. The counselor assesses students' performance in class and provides recommendations regarding students' employability skills and benefit of further training.

Palomar College provides the Disability Resource Center (DRC) a department within the division of Student Services. The goal of the DRC is to create an environment which encourages students to function effectively, enabling students to participate in the regular college curriculum. DRC staff are available to facilitate services for students with a documented disability. These include physical, visual, auditory, communication, learning, psychological, and other types of disabilities. The DRC offers a variety of services and adaptive equipment for students to use on campus.

The DRC learning experience is provided in small groups, using specialized teaching/testing techniques which may include the use of assistive technology. An important outcome of these courses is that students with disabilities improve their understanding of themselves as learners, which, in turn, assists them in making better decisions about their educational, life and career goals.

One DRC noncredit course focuses on providing independent living skills for the developmentally delayed, the adult acquired brain injury population, and the

adventitiously blind population. This course stresses the practical application of basic skills and their use in daily life situations.

Student Services

In addition to the services provided within the programs at Vista Unified and Palomar College, Vista Adult School holds an Annual Resource Fair that brings all the local agencies together in order to provide important information to students such as healthcare, immigration, Woman's Health Center, DOR, and many more important services. This is a fabulous resource for all of our special populations including adults with disabilities to gain knowledge about the services that are available in the community.

Student Outcome Data

To determine the quality and adequacy of our educational programs for adults with disabilities, we reviewed the data for the past two years (See Appendix O), as well as data collected from the Regional Planning Summit, remote focus group, and stakeholder surveys to determine these positive outcomes:

- The Career Essentials class has strong attendance with 218 students in 2013-2014 and 197 students in 2012-2013. Furthermore, in 2013-2014, 71 adults with disabilities created an education plan and 31 obtained employment. In 2012-2013, 77 adults with disabilities created an educational plan and 31 obtained employment. Last, the dropout rate for both years is significantly low between 11-13%.
- The Independent Living Skills class at Palomar College has 100% retention rate for both years indicating the high quality of the program and persistence of the students.

Despite our successes in providing educational programs for adults with disabilities, there are areas that need improvement:

- (1) Currently only Vista Adult School (VAS) and PC offer classes specifically for adults with disabilities. Due to diminished funds, creating classes specifically for adults with disabilities is extremely challenging. Just meeting the individual accommodation needs of every student is costly and no adult school receives designated funding for students with special needs. Beyond this, as the Health and Human Services program funds continue to decrease, fewer resources are available for adults with disabilities.

- (2) Anecdotally, VAS reported having an increase of adults with disabilities needing services. Due to the diminished resources, there is a critical need to create a stronger partnership with PC and their DRC office in order to create a referral system for adults with disabilities. Furthermore, building partnerships with other agencies such as DOR can lead to more services, or classes, for our adults with disabilities.
- (3) More investigation into available apprenticeship and work experience opportunities that don't rely on the physical strength (i.e. construction) are needed.
- (4) Contextualized teaching is important to help adults with disabilities pass competency or entry exams required to gain acceptance in many educational programs and/or obtain employment. There is also a need for tutoring services for adults with disabilities.
- (5) Increase counseling to assist students with disabilities to develop an educational plan and monitor their progress throughout the year, and also to provide support for learning and persistence.
- (6) Escondido Unified had a partnership with DOR which specifically focused on working with adults with disabilities. However, the combination of low enrollment and high cost to run the program led to its closure.

Program Area #4: Quality and Adequacy of Short-Term CTE Programs with Employment Potential

Table 1.1A indicates, there was a total of 2,648 students enrolled in the Career Technical Education courses in the 2012-2013 school year, which generated 532 ADA/FTE units. The total operational cost for this program was \$1,515,673. During the 2013-2014 school year, the total operational cost was 1,127,765.

Career Technical Education (CTE) programs prepare youth and adults for a wide range of high-wage, high-skill, and high-demand careers. CTE involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. According to the Association for Career and Technical Education (ACTE), CTE is offered at all levels of postsecondary education, including two-year and four-year colleges. Each CTE course is evaluated to determine employability in the local labor market; the

necessary skills and knowledge needed to be competitive and the current technological equipment used in the workforce.

Student Access

Escondido Adult School, PAS and VAS (Palomar College does not offer noncredit CTE courses) offer a wide range of CTE programs including classes in Healthcare, Business, Construction, Bookkeeping and Accounting, and Office and Administrative Support (Appendix P). In fact, many of the SDNAEP CTE classes are included on the listing of the fastest growing occupations list in the San Diego-Carlsbad-San Marcos Metropolitan Statistical Area (See Appendix C). Each district offers its own range of CTE classes, but within our Partnership our students have access to career training programs within 9 industry sectors (Table 11).

TABLE 11: Available CTE Programs based on Industry Sectors

SOC Major Industry Sectors	EAS	PAS	VAS
Computer and Mathematical			X
Healthcare Support	X	X	X
Healthcare Practitioners and Technical	X		X
Food Preparation and Serving Related			X
Personal Care and Service Occupations			X
Sales and Related	X	X	X
Office and Administrative Support	X	X	X
Construction and Extraction	X		
Installation, Maintenance and Repair		X	

Courses are available Monday through Friday as well as in the morning, day, and evening. Courses are taught traditionally in a classroom and, if appropriate, some classes are held online. Some of our classes have an internship component so that students are able to receive on-the-job training as part of their learning.

- Escondido Adult School, PAS and VAS offer a variety of short-term CTE courses for adults. These courses include many from Healthcare (Personal Care Aides, Nurse Assistant, Home Health Aide), Business and Administrative Support (Administrative Assistant, Bookkeeper, Office Clerk, Customer Service Rep), and Computer Technology (A+ Certification, Network+) industries. Furthermore, these job occupations have been well documented locally by Employment Development Department (EDD) as well as nationally by the Bureau of Labor Statistics (BLS) to be on the fastest growing list of occupations or the highest number of jobs available (See Appendix Q and R). Last, the variety of schedules: morning, day and evening as well as online, supports the varied scheduling for families who are trying to balance work, family and school.

Student Orientation and Assessment

Escondido Adult School and VAS require all students to attend an orientation for entry into any healthcare training program. Escondido Adult School also requires students interested in the Veterinary program to attend an orientation. At this orientation students are provided with an overview of the different healthcare programs and the minimum requirements to enter the program. What is more, students are assessed to determine their reading and math skills. Poway and Vista use the TABE and Escondido uses CASAS Employability Test to assess students. This assessment is given in order to 1) ensure students are ready to handle the reading and math for a specific program, and 2) if students need more help with reading or math, the results can determine what supportive reading or math program is needed.

At the end of the orientation, students have the opportunity to meet with support staff or counselor to review results of the assessment, discuss their educational plan and ask any questions. This individual aspect of the orientation ensures that students are placed appropriately, increasing the likelihood of completing the course.

Instruction

All of the learning labs and classrooms have a qualified instructor with materials and computers that are current and state of the art. In fact, our instructors come from industry and have relevant work experience in the field that he or she is teaching. Instructors are expected to maintain their connections with the world of work in order to remain current.

All CTE programs follow the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for CTE. These standards have been informed by state and industry standards and were developed by a diverse group of teachers, business, and industry experts, administrators and researchers. The CCTC created a set of standards for each of the 16 Career Clusters and their corresponding Career Pathways that define what students should know and are able to do after completing instruction in a program of study.

To ensure program and instructional quality, adult schools in the SDNAEP hold annual advisory meetings at which teachers and local community and businesses join together to review curriculum, books and materials, any changes in requirements, and the “soft skills” that are necessary to be successful in a particular field. The advisory meetings are an excellent way for teachers to make sure that what is being taught in the classroom is relevant and current ensuring our students are competitive upon completion of their program.

CTE instructional strategies include all of the classic modes, direct instruction, differentiated instruction, cooperative learning and demonstration and practice of skills and project based learning. There is an emphasis on hands on learning and student demonstration of skill acquisition through completion of occupationally related projects.

Transition to Higher Education and/or Employment

Internships provide students with a wonderful opportunity to apply what they have learned in class in a safe and controlled environment. Students gain work related experience that they can put on a resume. Also, internships provide students the opportunity to begin a

network in their chosen profession. Internships can significantly increase student's success of finding employment.

Internships are available for a few of our programs. For the healthcare programs, internships are available for Phlebotomy in Vista and Medical Administrative, Medical Clinical, and Billing/Coding in Escondido. Furthermore, Escondido offers internships for Business and Computer Applications and Veterinary.

To facilitate transition to PC, VAS has an articulation agreement with PC for Emergency Medical Technician (EMT) and EAS has an articulation agreement for Keyboarding, Excel Levels 1-3; Access Levels 1 and 2; Word Levels 1 and 2 and Power Point Beginning and Intermediate. This enables students who successfully complete these courses and the articulation procedures, to attend college with advanced standing and to save money on tuition costs.

Assessment

Student progress is measured through classroom assessment of academic and applied learning upon completion of a CTE course, students are awarded a certificate that documents the education and skills they have demonstrated. Students are also prepared to successfully complete appropriate state or industry licensure or certification to be competitive in the job market. Career Technical Education programs can consist of either one course, or a series of courses, to obtain final certification.

Student Outcome Data

To determine the quality and adequacy of our CTE education programs, we reviewed the data for the past two years (See Appendix S) as well as data collected from the Regional Planning Summit, remote focus group, and stakeholder surveys to determine these positive outcomes were identified by occupational groups:

Healthcare

- Healthcare classes at EAS resulted in certificates issued to approximately 80 – 100% of students for both 2012-2013 and 2013-2014.
- EAS dropout rate for healthcare at EAS was at or below 20%, for both years as well.
- The certification rate for Poway Adult School's Nurse Assistant classes was at 97% - well above the statewide average.
- Healthcare classes in PAS had a dropout rate was at, or below 20 percent for both years.
- VAS had an above average (70-100%) percent in certificates issued for healthcare classes for both 2012-2013 and 2013-2014.
- VAS dropout rate was 29% or below.

This data strongly supports that healthcare classes are meeting the needs of our students demonstrated by the low dropout rate and high completion rate.

Business and Computer Classes

- EAS and VAS' completion rates were above average (70-100%) for 2013-2014 and 2012-2013 and dropout rates were below average for both years.

The high number of students who obtained certificate indicates that our CTE classes are providing a quality learning experience for our students.

Bookkeeping and Accounting Classes

- EAS' completion rate in 2013-2014 was above average (52-73%) and dropout rate was 48 percent and below.
- VAS' completion rate was above average for both the 2012-2013 (67%-91%) and 2013-2014 (77%-80%) school year. The dropout rate in 2012-2013 was 33 percent and below and in 2013-2104 was 23% and below.
- PAS' dropout rate in 2013-2014 and 2012-2013 was below average.

All of this data documents that students continue to persist and attend classes because they are receiving a quality education.

Despite our successes in providing CTE programs for adults, there are areas that need improvement:

- (1) Remote areas in our Partnership such as Borrego Springs, Fallbrook, Julian, Ramona, Valley Center, and Warner Springs are underserved as they have no CTE programs available. We do not offer any noncredit programs beyond what is available at Escondido, Poway and Vista.
- (2) Career pathways and articulations between the adult schools and PC are needed. Although we have a few classes that are articulated as mentioned above, more effort is needed in creating pathways specifically in the healthcare and business /

computer fields. Anecdotally, many adult school administrators have indicated that students are often scared to attend adult schools and CC. Many of our students connect school with failure and therefore have low self-confidence in believing they can succeed in postsecondary schools. Creating pathways with easy transitions including assessments, courses that can be transferred, and a human connection in the college setting are necessary for our students to make the transition to furthering their education.

- (3) Students have been turned away from some of the healthcare classes offered in the SDNAEP because courses were either filled or eliminated. This demonstrates a need for more course offerings.
- (4) Per the attached excel spreadsheets Table 2: Evaluation of Existing Adult Education Enrollment all school districts in adult education have experienced a continual reduction in enrollment as programs had to downsize. In this context, many of the CTE programs had to be eliminated resulting in decreases in course offerings and student enrollment.
- (5) Internships have become more and more difficult to obtain due to employer saturation and competition from neighboring schools. There is a need to develop more partnerships with local businesses to ensure our students have the opportunity to participate in an internship program.
- (6) The financial burden for the materials, books, and costs for state or industry licensure or certification make it difficult for students to complete programs. With the unemployment rate at five percent (and higher in many of the SDNAEP areas), many of our students are struggling financially. Additionally, the budget reduction reduced the number of free CTE classes available to students. More partnerships and resources are needed to support the financial needs of students.
- (7) Although our student dropout rate appears to be somewhat low overall, there are gaps since not all adult schools use the same criteria for reporting retention rates, enrollment, and certificates awarded, etc. There has only been limited follow-up with students who have dropped a class and thus there is no clear picture as to why students leave. This lack of information, limits our efforts at continuous improvement to ensure our classes are meeting the needs of our students.
- (8) There is only limited follow-up on program completion and job placement outcomes. Thus, there is no valid data regarding how many students either obtained employment or transferred to continue their education at PC. This data deficiency inhibits us from determining outcomes that indicate the quality of our CTE programs.
- (9) Along with the gap in reporting data, many students attend school in order to brush up on a specific skill or enhance their learning. So although a student may take one class and then leave, the educational experience is positive because they

received what they needed. Our current reporting system does not capture this and would only indicate that the student is a “leaver” and not a “completer” This yields misleading data for school leaders.

- (10) Due to diminished resources, the adult schools and PC are greatly limited in their ability to create new CTE programs or to grow current ones as employment trends change. This is a critical issue, given the rapidly shifting labor market.

Program #5: Quality and Adequacy of Programs with Apprenticeship

Table 1.1A indicates a total of 1,334 students enrolled in the SDNAEP Apprenticeship program in the 2012-2013 school year, which generated 178 ADA/FTE units. The total operational cost for this programs was 966,889. During the 2013-2014 school year, the total operational cost was 1,332,887.

All apprenticeship programs are registered with the California Division of Apprenticeship Standards (DAS), the California state agency that regulates apprenticeship training. An apprenticeship program combines on-the-job training with academic instruction for those entering the workforce. Students learn occupational skills in the classroom and then practice the skills in paid on-the-job training while working for local contractors. This “dual-training” helps students put their academic skills to practical use in various careers. Furthermore, apprenticeships can last as long as four to five years.

Typically students attend school part-time and work full-time during the day. The benefit of participating in an apprenticeship is that students learn and practice all phases of the occupation in real-world applications. The apprenticeship wages are a portion of the journeyman wage rate that increases throughout the training program. As apprentices gain knowledge and skills, progress in school and accumulate work hours, their pay increases.

Escondido Adult School (EAS) and PC both offer apprenticeship programs (See Appendix T). Several of the available apprenticeships are on the fast and growing occupations for the SDNAEP. These include Block Masonry, Carpenters and other construction related occupations (See Appendix C). Most importantly, apprenticeship programs are only

created if there is absolute certainty that a job is available for each student. Therefore, space is limited for each apprenticeship.

To determine the quality and adequacy of our apprenticeship programs, we reviewed the data for the past two years (See Appendix U) as well as data collected from the Regional Planning Summit, remote focus group, and stakeholder surveys to determine these positive outcomes:

- The apprenticeship programs are in demand as supported by the high enrollment. This is especially true for Electrician and Carpentry, both of which are on the list of the largest job openings in the San Diego North County Inland area.
- The apprenticeship programs have healthy enrollment with enrollments between 300 and 700 for electrician, carpentry and inside wireman courses.
- Palomar College offers a range of apprenticeship programs in the construction related fields.

Despite our successes in providing apprenticeship programs for adults, there are areas that need improvement:

- 1) There is no “basic skills” class to help prepare students wanting to enter an apprenticeship program. The basic skills class can a) assess students’ ability in math, reading and writing, b) provide ABE and other related curriculum to prepare students academically and mentally for participation in a full apprenticeship program, and c) integrate job readiness and workplace basic skills to ensure that students are able to successfully complete an apprenticeship program.
- 2) There is a need to create a contact list of apprenticeship training centers so students can obtain accurate information on the programs, entry and exit requirements, and the academic skills needed to be successful.
- 3) The fact that apprenticeship programs have limited training slots creates a hardship for adult schools. For example, if a particular apprenticeship program is advertised and there are only 10 spots for 60 interested students, 50 need to be turned away. Palomar College has reported that the electrician apprenticeship, in particular, is popular and many students do not gain entry.
- (5) Anecdotally, many school officials believe there is a lack of awareness by not only students but community agencies, teachers, and school staff about apprenticeship programs. This is also supported by the student survey results. Over 60% of students reported that they were unaware of the types of AE programs available including apprenticeship. More effort needs to be made in apprenticeship program advertising and recruitment.

Education of Incarcerated Adults

There is only one correctional facility within the SDNAEP boundaries, Vista Detention Facility. Currently, Grossmont Adult School (GAS) contracts with the San Diego Sheriff's Department to teach academic and CTE courses in all eight of the county jails, including Vista Detention Facility. Approximately 6,000 inmates attend academic, CTE, and behavior modification classes annually.

The San Diego County Sheriff's Department contracts with Grossmont Adult School to provide academic, CTE, and behavior modification classes (See Appendix V) for their inmate population. The classes offered are GED-test preparation, Landscaping, Janitorial, Building Construction, Printing, Culinary Arts, Anger Management and Effective Parenting. Certificates are awarded upon successful completion of the course.

Grossmont Adult School is a service provider to the San Diego County Sheriff's Department of Corrections and as such does not provide direct counseling services to inmates enrolled in our programs. However, students can meet with correctional counselors for academic and vocational counseling as part of their release plan. This is offered as part of the student's case management which also includes substance abuse counseling, criminal behavior modification, and goal-setting. Students who express an interest in vocational training, ABE, or GED are referred to those programs. Upon release, students may transition to the adult education programs offered through the SDNAEP.

Summary of Objective #1

San Diego North Adult Education Partnership is dedicated to providing quality programs in order to help adult learners successfully reach their academic and/or career goals. The data supports that the SDNAEP:

- Attempts to remove barriers that prevent people from attending school including varied class times and days, online learning, classes that are in the neighborhood, entry into classes throughout the semester, and provide needed accommodations and/or student advocacy.

- Relies on current labor market and community data to ensure that all programs prepare students to be competitive in the job market by hiring qualified instructors with relevant experiences, offering courses where there are jobs available, placing students in on-the-job training experiences such as internships and apprenticeships, and providing the necessary ESL, ABE and ASE classes to allow students to work on basic skills while they are trained in a profession.
- Utilizes assessment to ensure that students are placed in the appropriate class(s) as well as monitor students closely to ensure they continue to progress in their learning.

Despite SDNAEP's efforts to provide quality programs for adult learners, we have discovered areas that need improvement including a need to 1) establish more partnerships and pathways that create seamless transitions from adult school to CC, 2) provide staff development on data systems and reporting so that our data provides accurate, coherent and consistent information on the progression of our students as well as the quality and adequacy of our programs, 3) determine a more effective way to bring classes to remote areas within our SDNAEP, 4) include more programs and services to meet the needs of our special populations including adults with disabilities, and 5) Increase program and class offerings to address the unmet needs of adults in our area for education and training.

Reflecting on our programs individually, and as a whole, provided important insights regarding our Partnership and community needs. It has also brought the school districts and Palomar College together as one dedicated team .The combination of the collaboration and a shared genuine desire to meet the needs of our adult learners provides the opportunity to create a collaborative partnership that expands and transforms education and training for all adult learners in the SDNAEP.

OBJECTIVE 2: EVALUATION OF CURRENT NEEDS

An evaluation of current needs for adult education programs within the consortium's region.

Synopsis: The first level of analysis of program needs at the regional level is a comparison of population characteristics and program enrollments to derive percentages of need currently met. In each of these four program areas (Basic Skills, ESL, Adults with Disabilities and CTE), less than 6% of the regional population's need was met in the 2008-09 period and this declined even further in 2013-14.

Further analysis of current needs for AE in the region uses the methodology detailed in Objective One. This includes analysis of regional data provided by CCCCCO on the AB 86 website; summit and follow-up meetings and surveys of community, faculty, students and business stakeholders. The analysis is provided for each program area.

Of particular interest is the range in size and population density of the region. The SDNAEP includes four cities; four unincorporated areas and two Census District Places (CDPs). These unincorporated areas and CDPs are in geographically remote areas with limited transportation.

Population findings of large numbers of immigrants; 41% ESL; 14% without high school diplomas, 14% seeking citizenship; 15% with low literacy; 16% below poverty; five Indian Reservations; and large numbers active duty military and veterans, point to the critical need for AE in the SDNAEP region. At the same time, the decline in AE funding has slashed programs to serve adult learners. Unmet needs are summarized as needs for: access, support services, and specialized programs.

Access to programs is first met by expanding program offerings throughout the region. Additional classes are needed, particularly in Basic Skills, ESL and CTE. Beyond this, access to programs for those living in remote areas, and access to class times that don't conflict with work schedules are also unmet needs for all programs. Alternative instructional strategies including online learning and combined direct instruction and independent learning are needed to provide additional student access. Lack of awareness of AE programs is also a significant barrier to access across program areas.

Support services are needed to enable access. Educational and career assessment and planning are needed to ensure that students are taking the courses they need in the most efficient sequence. Support for workforce preparation, including job search preparation, internships, and job placement services are needed.

Specialized programs for students with disabilities and ESL students are required. Programs that integrate workforce skills within the curriculum and have technology and equipment, that is sufficient and up-to-date, are needed to meet employer needs.

Summary Description of SDNAEP

San Diego North Adult Education Partnership (SDNAEP) serves the North Inland San Diego County, a regional area a population of 780,938. The population of SDNAEP is approximately 24% of the population of the entire county of San Diego. Source: <http://quickfacts.census.gov/qfd/states/06/06073.html>.

The communities that comprise the SDNAEP area are diverse in size. They include four entire cities (Escondido, Poway, San Marcos and Vista) along with parts of the City of San Diego, four unincorporated areas (Borrego, Fallbrook, Ramona and Warner) and two locations (Julian and Valley Center) that are termed Census Designated Places (The latter is defined as an area which is statistically similar to unincorporated areas, but not legally incorporated.).

Source: https://www.census.gov/geo/reference/gtc/gtc_place.html

While varying significantly in size, each of the above communities share the following characteristics: diverse ethnicity and language spoken in the home, large numbers of English language learners (ELL), a relatively high poverty rate, and a fairly large percentage of the population that is reading below basic level and has a disability. All of these demographic features point to the need for adult education programs and services in the SDNAEP area.

In this context of high need, the budgets and programs for adult education in school districts and community college (CC) have actually declined. The funding reductions, begun in 2009, in response to a state-wide crisis in educational funding (See Table 12 and Figure 14), led to severe cuts in programs. ESL and programs for adults with disabilities had the greatest decline in enrollment over the past two years. Today, many adult educators are forced to run programs on a minimum budget with very few additional resources to grow current programs, or to create new ones. In the midst of these challenges, the Leadership Council members are committed to providing quality AE programs to our adult learners.

An analysis of the SDNAEP social and economic demographics data, provided an understanding of the key factors related to the need for AE programs to address the educational and workforce needs of adult learners in our Partnership.

Table 12: Enrollment Summary by Program Area

(Difference in Enrollment PY2012-2013 and 2013-2014 Compared to 2008-2009)

	FY 2008-2009 Unduplicated Enrollment	FY 2012-2013 Unduplicated Enrollment	FY2013-2014 Unduplicated Enrollment	FY 2012-2013 Difference	FY 2013-2014 Difference
Elementary and Secondary Skills	6,216	5,211	5,139	-16%	-17%
Classes for Immigrants	11,845	8,989	7,276	-24%	-39%
Adults with Disabilities	1,033	538	343	-48%	-67%
Short Term CTE	4,073	2,649	3,221	-24%	-21%
Programs for Apprenticeships	2,167	1,334	1,784	-38%	-18%
TOTALS	25,334	18,721	17,763	-26%	-30%

Figure 14

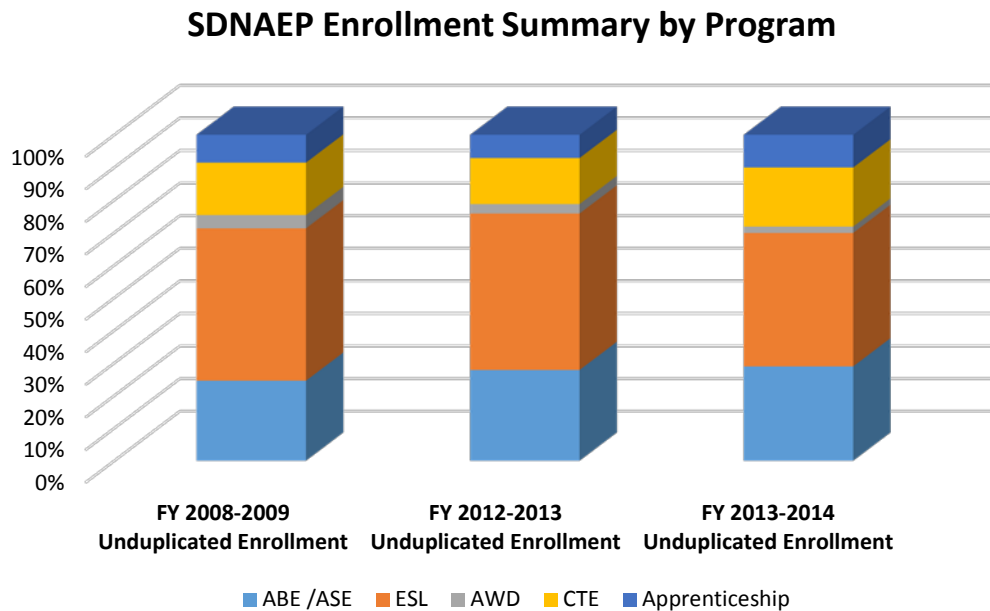
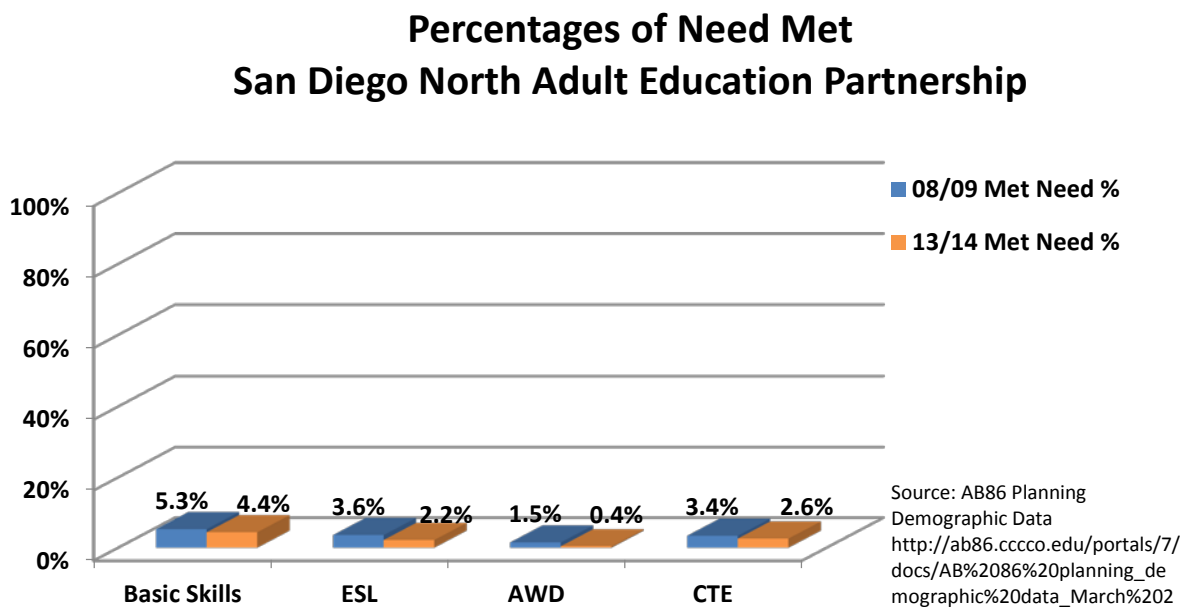


Figure 15



An analysis of population characteristics in relation to course enrollments documents the percentage of need in the region that are currently not met (See Figure 15).

Figure 15 provides a comparison of population demographics and AE enrollments in the SDNAEP region. Note that only 5.3% of the need for Basic Skills was met in 2008-2009 and this decreased further to 4.4% being met in 2013-14. For English as Second Language (ESL) adult learners, only 3.6% of the need was met in 2008-09 and this dropped to 2.2% in 2013-14. For adults with disabilities (AWD), comparable figures are 1.5% for 2008-09 and .4% for 2013-14. For CTE adult learners, only 3.4% of the need was met in 2008-08 and this dropped to 2.6% in 2013-14. Thus, in each of these four program areas less than 6% of the regional population's need was met in the 2008-09 period and this declined even further in 2013-14.

The following summarizes characteristics about our Partnership that create challenges in providing adult education programs and services to adult learners. The order in which they are described is based on the highest impact they have on our ability to provide adult education program and services.

Access

The geographical spread of the communities within SDNAEP is a significant barrier to creating providing access for all adults in the SDNAEP area. Escondido, Poway, San Marcos and Vista are larger cities with greater populations and have access to all educational programs provided in their neighborhoods by school districts and PC. Borrego Springs, Fallbrook, Julian, Ramona, Valley Center-Pauma, and Warner Springs are much smaller and offer no Adult Education programs. Residents of these communities are therefore forced to travel between 40-60 miles to access AE classes. Public transportation in these areas is quite limited, or nonexistent. In addition to the absence of AE programs, access to the Internet is difficult because of limited satellite and cell sites in the area and the high cost for Internet services very much limits the opportunity for online learning in these locations.

Perhaps the largest issue related to access is the sheer growth of population in the SDNAEP region. The total population growth for the Palomar Community College District is forecasted to be 1,025,460 by 2050, representing a 36 percent increase (SANDAG.org). This significant increase in new learners, must be accompanied by a parallel increase in resources to provide quality AE programs and services.

Special Population: Native Americans

San Diego Inland North County is unique in the high number of Indian Reservations and Casinos that surround the SDNAEP. Currently San Diego County has 18 federally-recognized Native American Indian reservations, more than any other county in the United States (Kumeyaah.com). These reservations are small, with total land holdings of just over 124,000 acres. The U.S. Census (2010) indicates that Warner Springs (16%) and Valley Center-Pauma (5%) have the highest percentages of Native Americans living in communities. Four reservations are located within the SDNAEP region and two more reservations are right next to us. There are five Native American run casinos in the SDNAEP. A small percentage of Native Americans, who reside in the SDNAEP, live on the reservations. However, it is very important that access to AE programs be provided for this special population, since education services are limited on many of the smaller reservations.

English Language Learners

As stated earlier, the majority of localities within the SDNAEP have 30 percent or more of their population who speak a language other than English in the home (Table 8). Spanish is the most common language, other than English, in each of these localities. This has repercussions for ELL in schools. Six of the 11 school districts in the SDNAEP had a population of 15% or more students in ELL in their elementary and high schools in the 2012-2013 year (Figure 8).

Immigration and Cultural Diversity

San Diego County is becoming increasingly ethnically and culturally diverse and this further increases the need for AE. The County borders on Mexico and thus, Spanish

speaking immigration is significant. However, more than 100 languages are spoken by San Diego residents who come from all around the world to live here. Adult Education is required in this county to enable successful educational, economic and civic transitions to life in the United States.

Literacy

As shown in Figure 9, many of the cities within the SDNAEP have a high number of adults who read below the basic level. The incidence is particularly high in Vista (23%) and Escondido (23%). Adults who are unable to read or write in English have difficulty completing education programs and obtaining employment. As a consequence, they often have incomes below the poverty level. It is notable that the illiteracy rate is high among adults who are incarcerated and juvenile offenders (literacyprojectfoundation.org). There is a definite correlation between illiteracy, poverty and incarceration. Clearly Adult Education is required to mitigate these deficits and enable all to achieve literacy and the benefits that accompany it.

Poverty

Five of the communities have a 15% or higher poverty rate. Warner Springs (20%) and Escondido (20%) have the largest number of individuals living below poverty.

Educational Attainment

There is a significant number of adults in the SDNAEP who do not have a high school diploma. Escondido (28%) and Vista (25%) have the highest number of adults without a high school diploma (See Figure 11). Many of the fastest growing occupations in the area, (Medical Secretaries, Nurse Assistant, and Administrative Support) require a high school diploma or equivalent. It is vital to make ASE and ABE classes more readily available to ensure our adult learners are competitive in today's job market.

Summary of Economic and Workforce Trends

In general, California's unemployment rate has been higher than the nation's since June 1990 primarily as the result of a swift decline in construction related spending and jobs,

as well as a decrease in jobs in the financial sector (EDD Labor Market Info, December 2014). Today, the unemployment rate in our Partnership for most of the cities is between five and six percent (Figure 12).

Although the economy is slowly improving, jobs continue to be extremely competitive in San Diego County. Education strengthens job security (Labor Market Trends, EDD, December 2014). As more jobs require technical skills and knowledge, CTE and apprenticeship programs are needed to prepare adults for these jobs. Additionally, in today's job market soft skills such as oral and written communication, organizational skills, problem solving, and time management, are just as important as hard skills. Instruction in soft skills are incorporated in many CTE and apprenticeship programs or through workshops offered in AE programs. The combination of the training and job readiness skills can significantly increase the likelihood of obtaining employment.

As San Diego County slowly moves out of the recession, the job market is improving. In fact, the industry employment (includes self-employment, unpaid family workers, farm and nonfarm industry) in San Diego is expected to reach 1,644,400 by 2022, an increase of 18.6 percent over the 10-year projection period (EDD, December 2014). (See Table 13).

Table 13: Growth Projections in Jobs by Industry Sector 2012-2022

EDD Industry Sectors	Jobs	California Industry Sector Pathways
Professional and Business Services	66,300	Business and Finance
Educational Services, Healthcare, and Social Assistance	42,900	Education, Child Development & Family Services Health Science and Medical Technology
Leisure and Hospitality	35,700	Hospitality, Tourism and Recreation
Construction	25,300	Building and Construction Trades

EDD Industry Sectors	Jobs	California Industry Sector Pathways
Retail Trade	23,300	Marketing, Sales and Services
Government	36,200	Public Services
Financial Activities	13,300	Business and Finance
Wholesale Trade	10,900	Marketing, Sales and Services
Information	3,700	Information Technology
Transportation, Warehousing & Utilities	3,300	Transportation

Source: EDD, December 2014, San Diego-Carlsbad Metropolitan Statistical Area

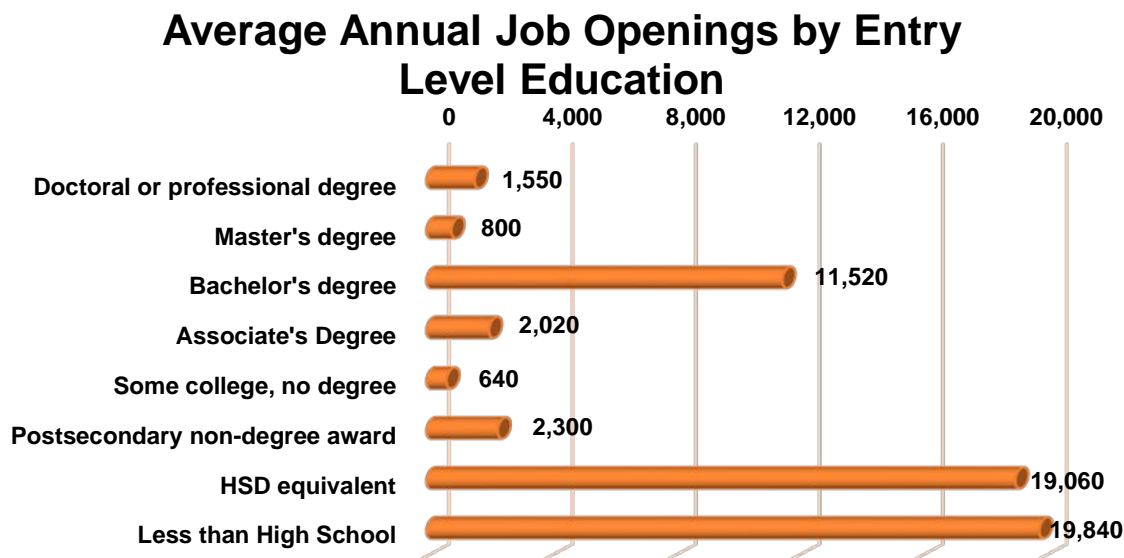
Furthermore, this publication projects 265,100 new jobs from industry growth and approximately 325,100 job openings from replacement needs, yielding a combined total of nearly 590,200 job openings.

Within this projected growth, the top three occupations with the most job openings are retail salesperson, waiters and waitresses, and cashiers. These occupations have a median wage ranging from \$9-\$10 per hour and require less than a high school education. Higher skilled occupations requiring a high school diploma such as brick masons and block masons; carpenters; plumbers and pipefitters and steam fitters have a median wage between \$13.86 to 36.61 per hour. As with many prior forecasts, the higher the educational level, the higher the wage. So, although jobs appear to be increasing, those that pay more have limited job openings and also require higher education in order to qualify.

Appendix C lists specific occupations, their education level requirement and income. Figure 16 lists the job openings by education required for entry level. Again, job openings requiring no high school, or only a high school diploma, are more plentiful and those

vacancies requiring higher education have fewer openings. Thus, for adults to be competitive for the higher paid occupations, they must have access to programs that provide HSD, CTE, apprenticeship access transition to postsecondary education programs.

Figure 16



EDD, December 2014

In order to qualify for higher paying jobs, many of our students have much to accomplish before they are eligible for employment that pays a good wage. Because many of our students have limited English speaking, writing, and reading skills, a common education path is:



This is just one educational plan. Other students might start with ABE or HSD/GED. Regardless of the starting point, many of students are enrolled in multiple classes. As more students pursue CTE and apprenticeships, more class offerings in these program areas will be needed. This issue arises when, as shown in Table one, the unduplicated enrollment for all the SDNAEP school districts and PC is significantly reduced due to

reductions in funding. Poway Unified (-49%) and Escondido Union (-38%) have the largest enrollment decreases.

Summary of Surveys and Focus Group Meetings

As part of our methodology, we surveyed students, teachers and staff, community members, and businesses. Additionally, we held focus groups and meetings for special populations (adults with disabilities) and remote regions in our Partnership. Our goal in data collection was to identify the unmet needs and gaps in AE programs and services.

Student Survey

The student survey was created to identify gaps and unmet needs in programs and services, barriers that interfere with consistent attendance and completion of classes, and to identify the goals of students (See Appendix F).

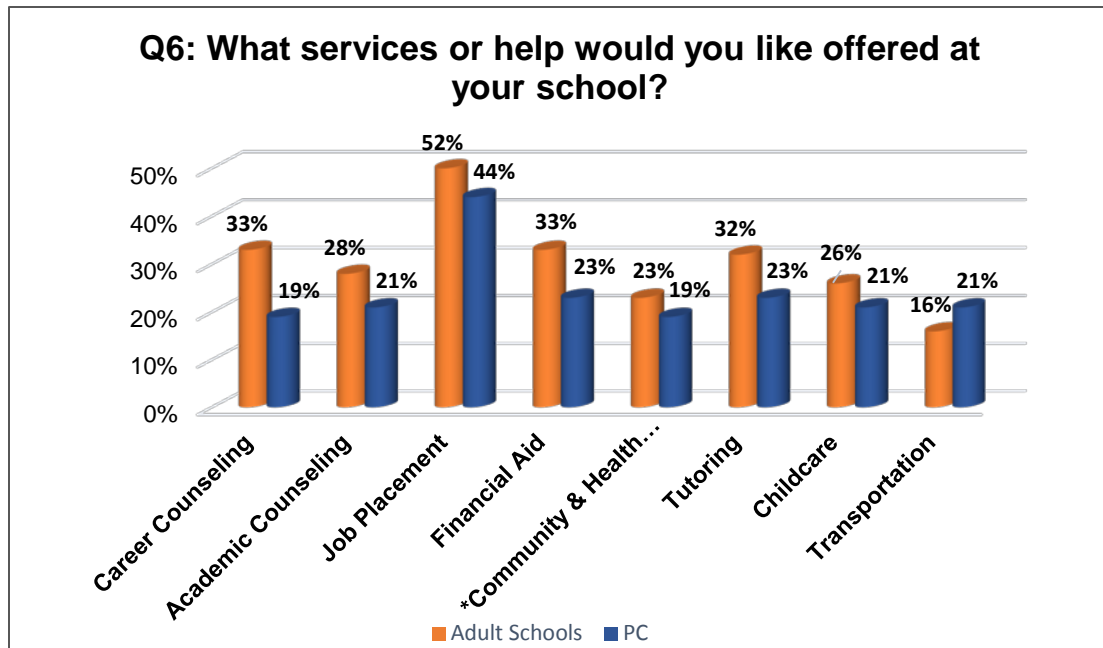
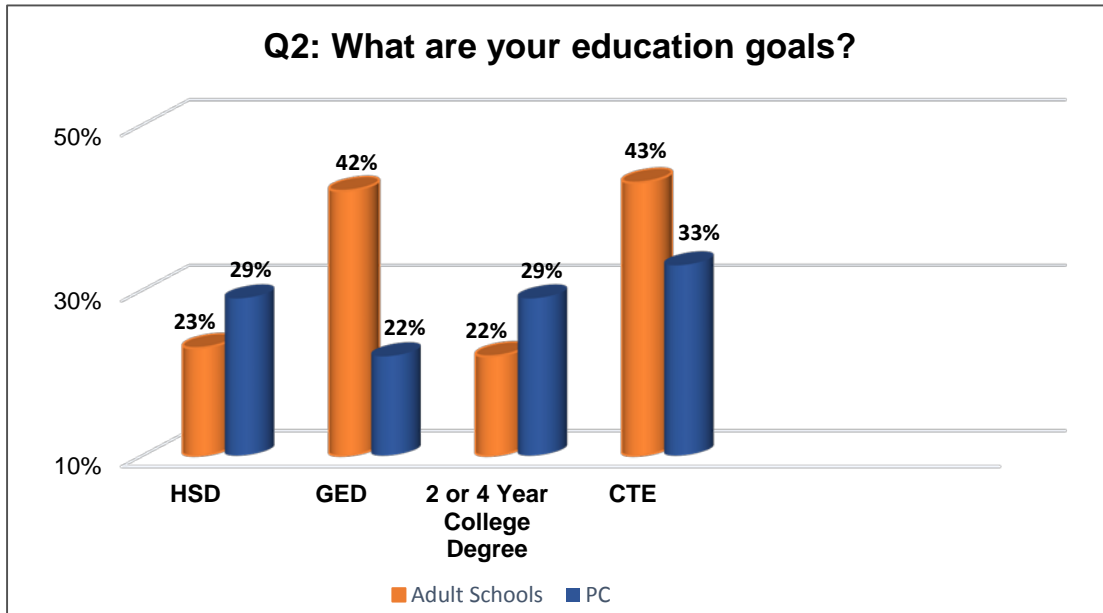
The student survey was available in English or Spanish and could be completed on the Internet or in a printed version. Students from EAS, PAS, VAS and PC participated since these schools have adult education programs. We also brought the student surveys to some of the remote regions in the SDNAEP that do not offer adult education.

A total of 1,282 students participated in the student survey. The highlights of the student surveys are listed below in Figure 17. Only results that showed significant student data from adult schools and PC were separated permit comparisons between students in these settings. In analyzing the student survey results, key themes emerged:

- The largest portions our students have an educational goal of enrolling in a CTE program (44%) and earning a HSD or GED certification (41%).
- The most important services that our students seek are job placement (52%), financial aid (34%) and career counseling (35%)
- Many students indicated there are enough classes at their schools (69%).
- Most students (77%) would like to take job training classes along with their academic classes (ESL, ABE, ASE).
- A majority of our students are either not aware (41%) or said they were only a little aware (31%) of job training programs and college opportunities at other places/schools.
- 78% of students did not meet with a school counselor this year.

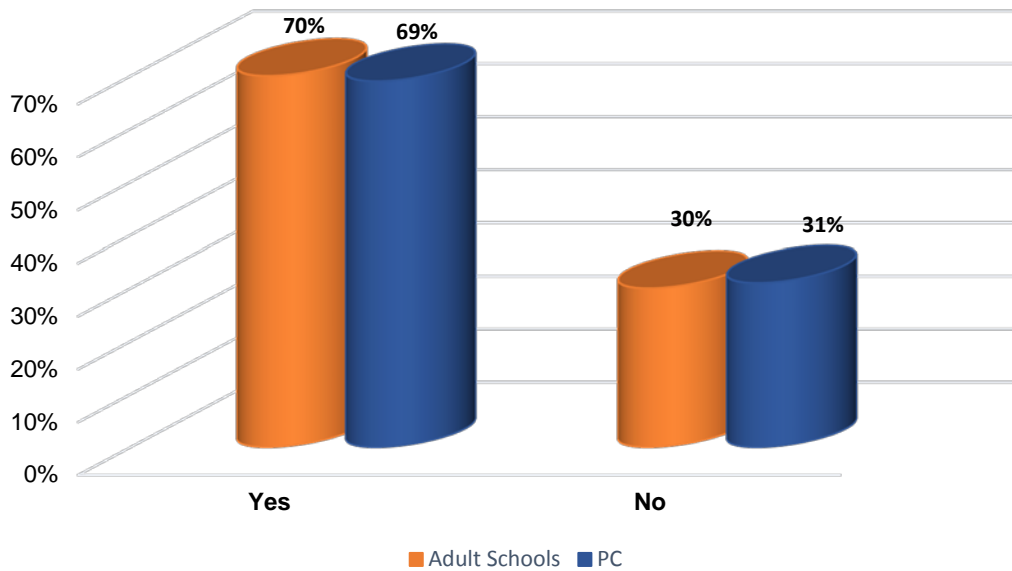
- Job schedule (44%) and childcare (30%) create the most significant barriers that prevent students from attending school.
- Many students indicated they could not travel farther than 7 to 11 miles (44%) to attend school.
- There were clearly differences in the goals and needs of AE versus college students enrolled in AE programs.

Figure 17

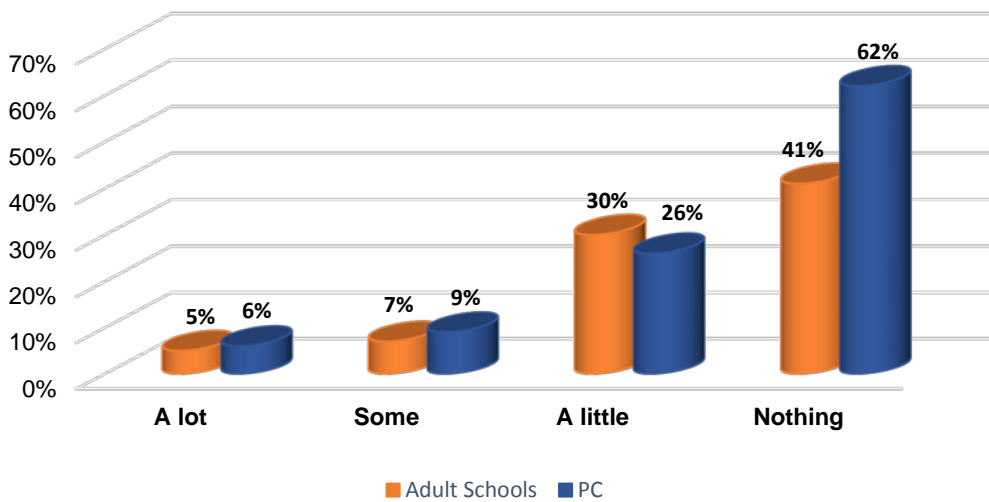


*Community and Health Services

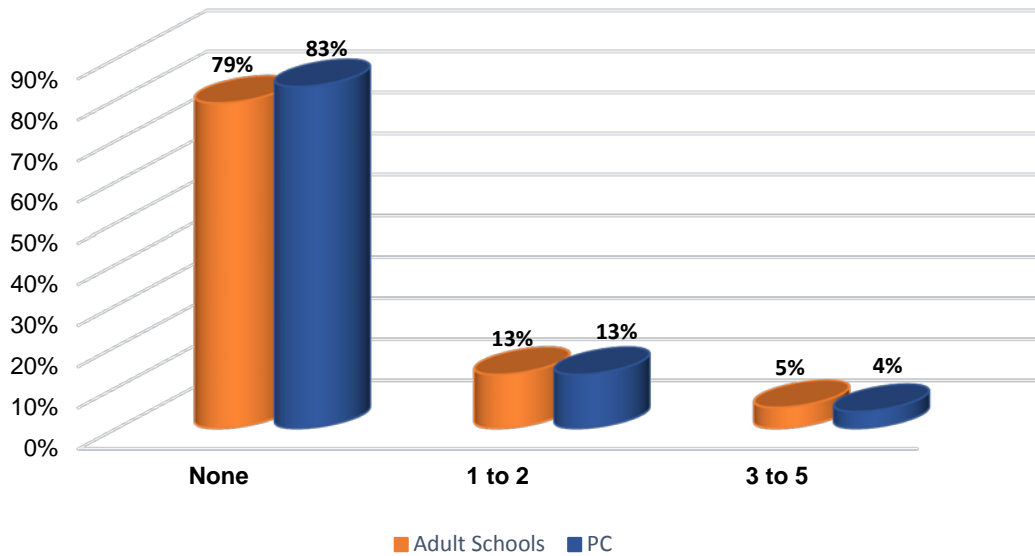
Q8: Are there enough classes at your school?



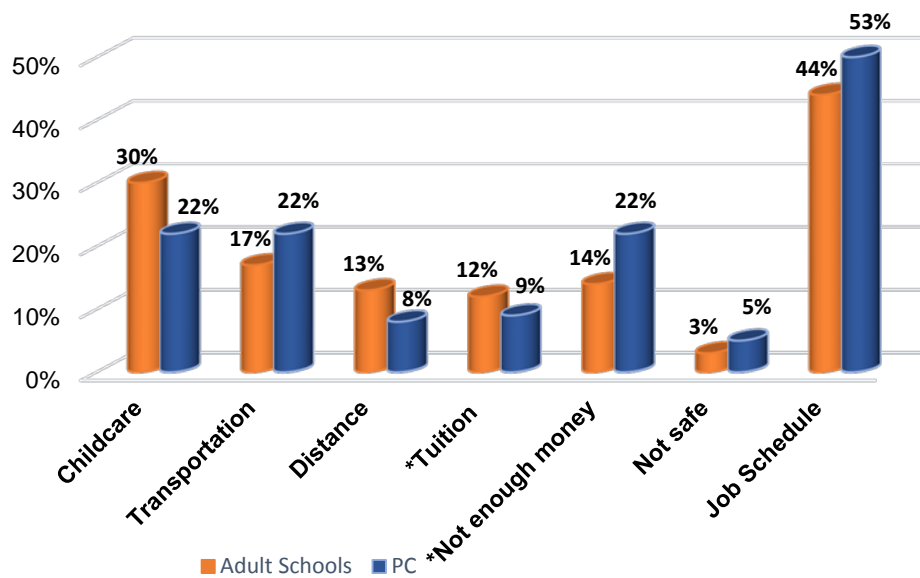
Q9: Do you know about job training and college opportunities at other places/schools?

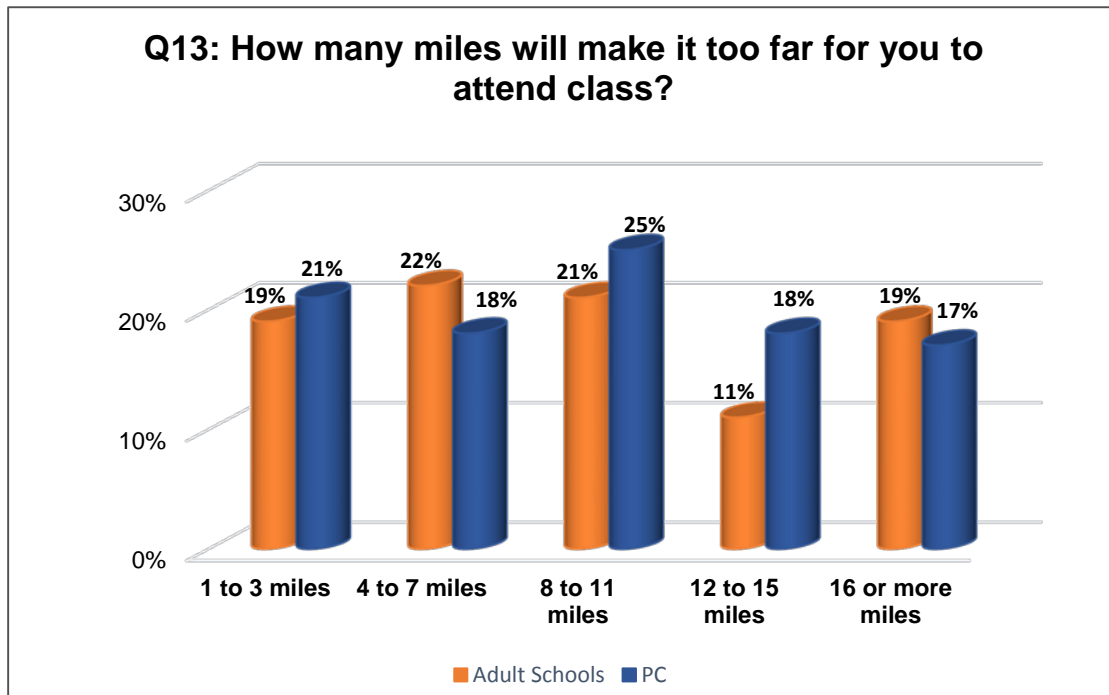


Q11: How many times have you met with a school counselor this year?



Q12: What barriers/problems prevent you or a family member, from coming to school?





*Tuition is too expensive; *Not enough money for school supplies, books or food (like lunch at school)

Instructor and Staff Survey

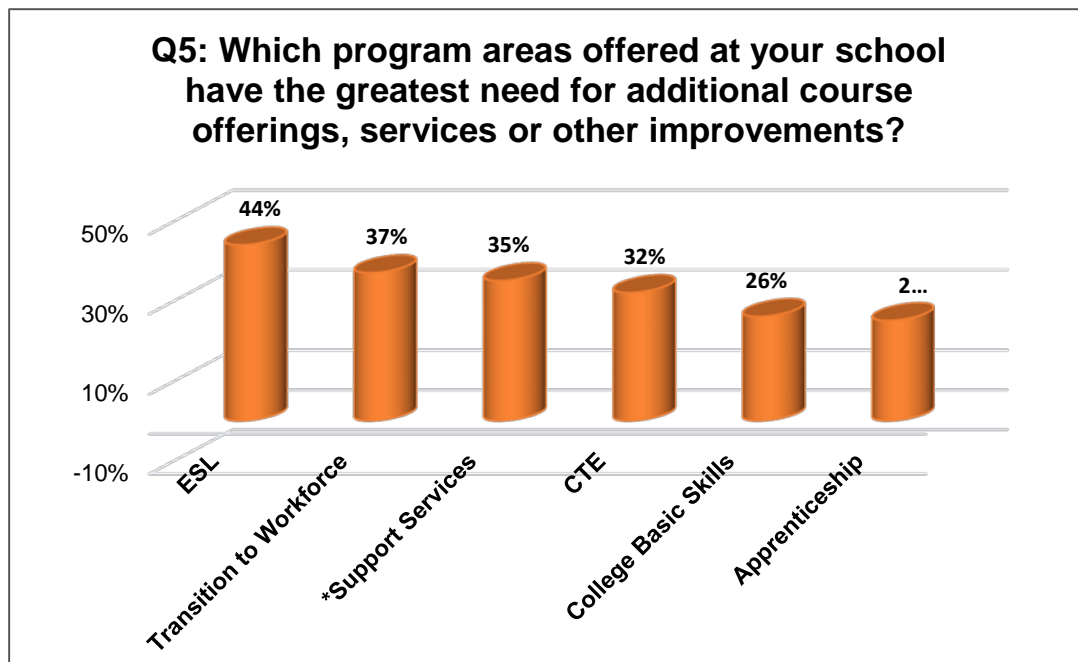
All teachers and staff in the SDNAEP were surveyed to determine their views on student gaps and unmet needs; student barriers to learning; overall effectiveness of the programs; services and courses offered; strategies to accelerate student learning and professional development that would be helpful to teachers (See Appendix G). All instructors and staff have access to a computer and the survey was emailed to them with a direct link to the survey and directions of for completing it on the SDNAEP website. A total of 112 teachers and staff responded.

The highlights of the teacher and staff surveys are listed below in Figure 18. In analyzing the teacher survey results, key themes became apparent:

- Program areas that have the greatest need for additional course offerings, services or other improvements are ESL, programs and services preparing students to transition to the workforce, and support services such as guidance, counseling, transition and follow-up.

- When asked if there were any additional services needed for students, participants listed: career and vocational guidance, study skills, tutoring, counseling services, “soft skills,” job preparation skills, and college preparation classes.
- In response to an item asking how often they had collaborated with other adult schools and colleges, approximately 50% said “I don’t know” or “never” while the remaining 50% said frequently and occasionally.
- Teachers and staff believe the largest obstacle for students is childcare. Interestingly, students listed their job schedule as the largest obstacle, and rated childcare second, overall.
- Teachers are interested in implementing I-BEST model, learning communities and contextualized courses for their students.
- Professional development perceived as most valuable by teachers are: articulations between AE and PC, building career pathways, and using technology to enhance access to learning.

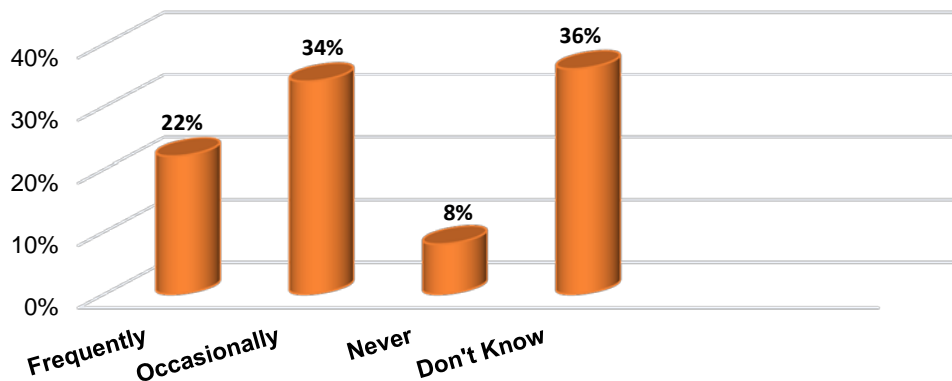
Figure 18: Instructor and Staff Survey Results



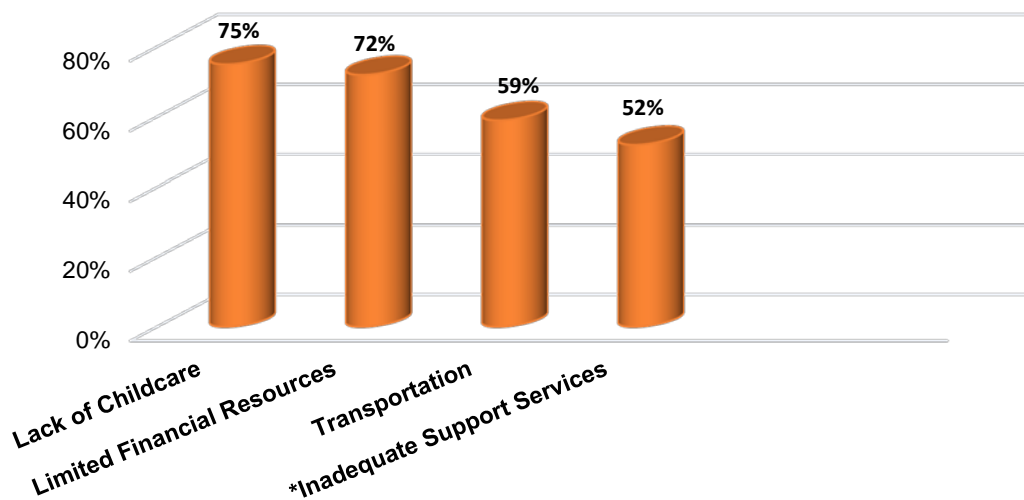
*Support services (such as guidance, counseling, transition, and follow-up)

NOTE: Only the top 6 choices were listed in the above chart

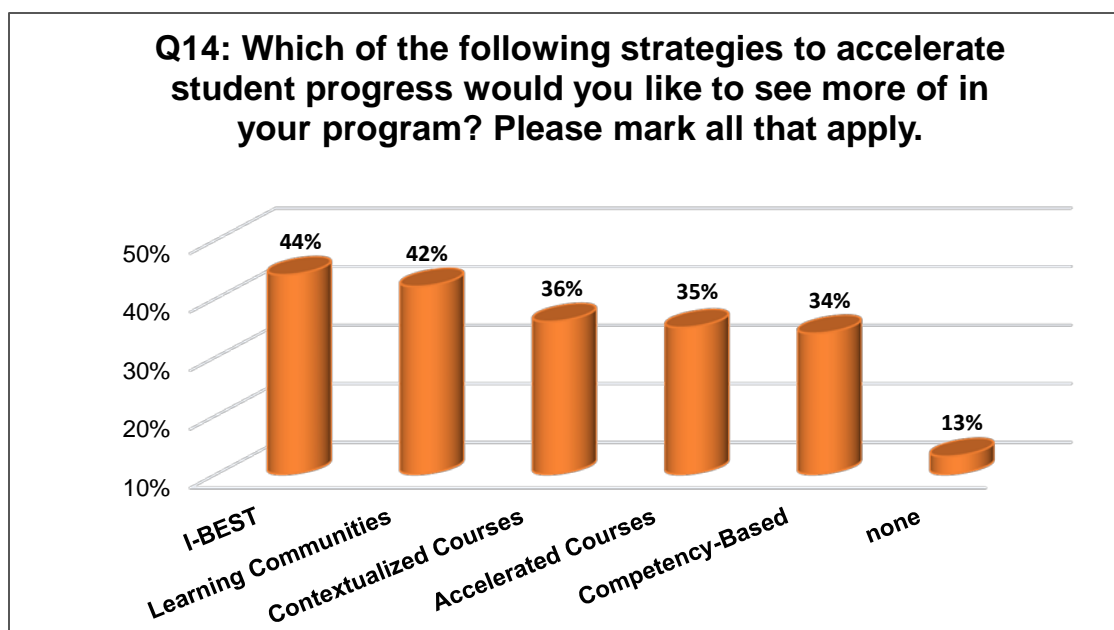
Q10: How often have you or your school collaborated with other adult schools or CCs in your area to better meet the needs of adults learners/students?



Q11: Of the following options, which are obstacles to adult learners/students?



*Inadequate Support Services (i.e. tutoring, counseling)



Community Survey

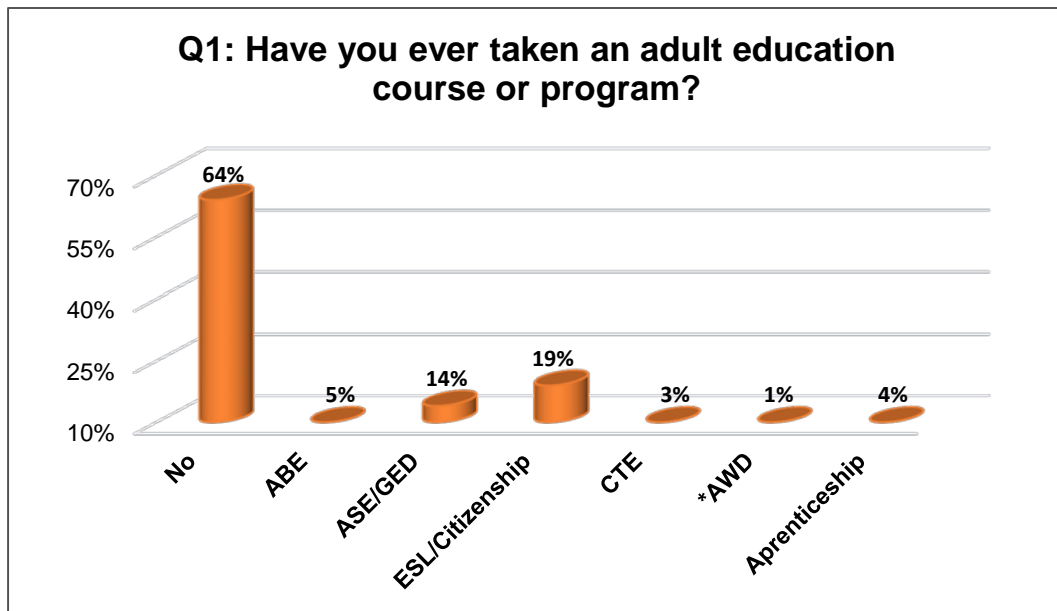
Along with the student survey, SDNAEP also surveyed community members in our region. Community surveys (See Appendix H) were available on the Internet as well as mailed out to various locations in the SDNAEP. Currently, we have 100 respondents from Vista, Borrego Springs, Valley Center, Pauma, Julian, Escondido, Fallbrook, Oceanside, San Marcos, Carlsbad and Encinitas.

We are planning to keep this survey available on line as we continue to collect data regarding our community needs. The highlights of the community surveys are listed below in Figure 19. In analyzing the community survey results, several important trends emerged providing insight into the unmet needs and gaps in our AE programs and services:

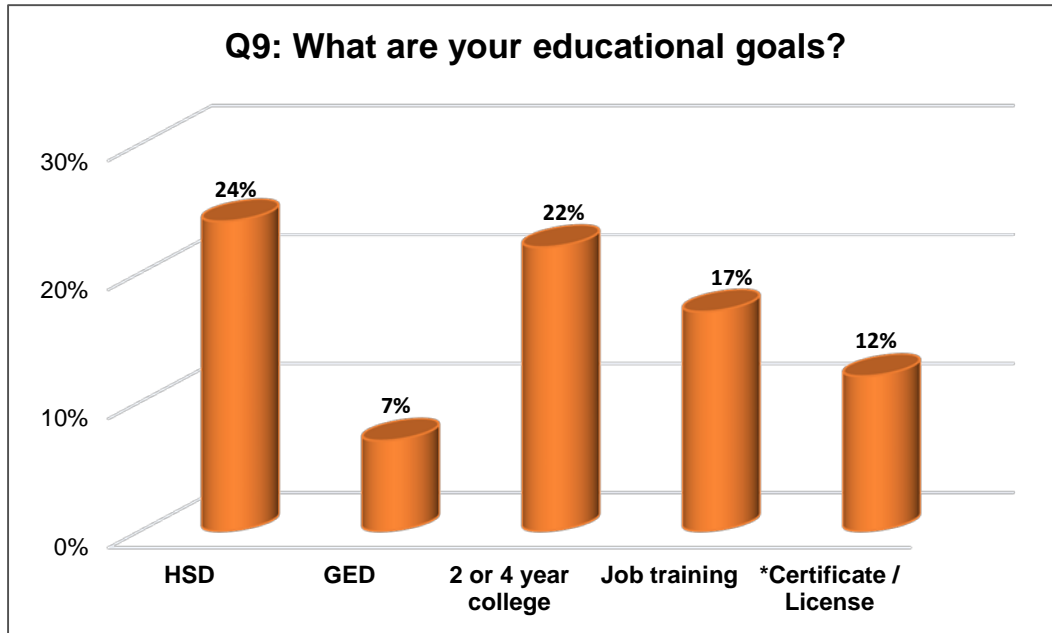
- The majority of community members that participated in the survey have not taken an adult education class (64%).
- Many of our community members have an educational goal of either HSD/GED (31%) or attending a 2 or 4 year college (22%).
- The majority of community participants know a little (57%) or nothing (19%) about job training and AE opportunities in their community.
- Many students want additional services in career counseling (44%) and community and health resources (44%).

- Barriers that prevent community members from participating in AE programs are job schedule (60%), child care (30%), and transportation (30%).
- The distance community members are able to travel to attend school is between 8 to 11 miles (29%) and 4 to 7 miles (26%).
- Community members' responses correlated with adult student responses in their belief that there are enough classes available at their school.

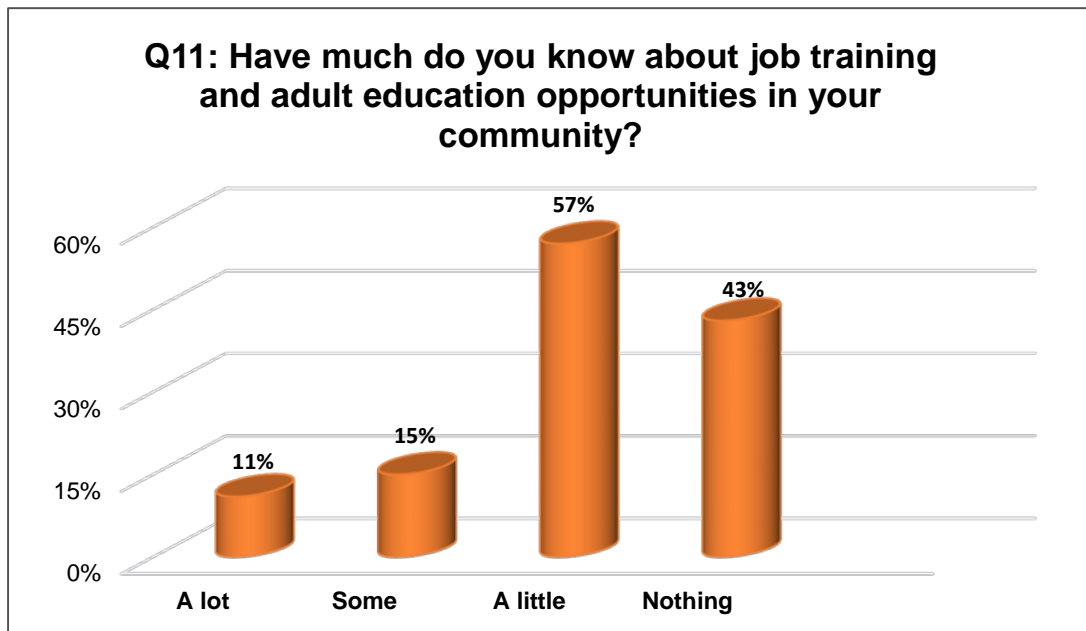
Figure 19: Community Survey Results



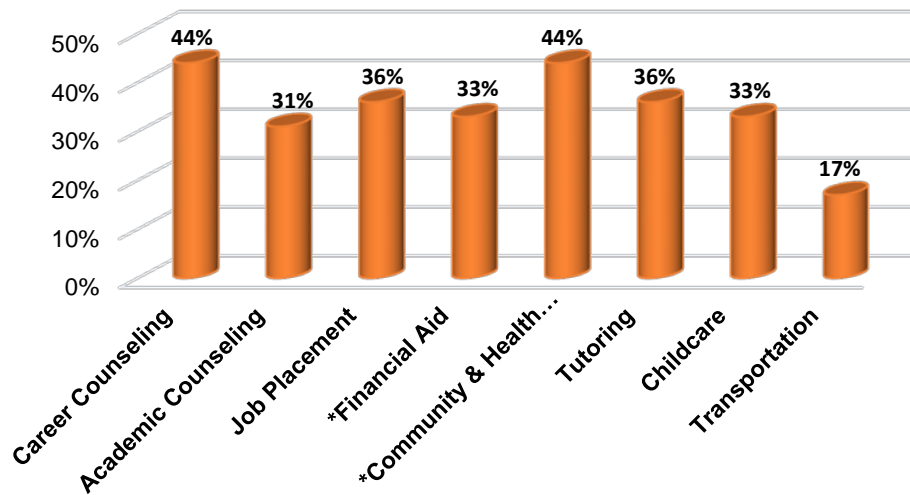
***Adults with Disabilities**



*Industry or job certification or licensure



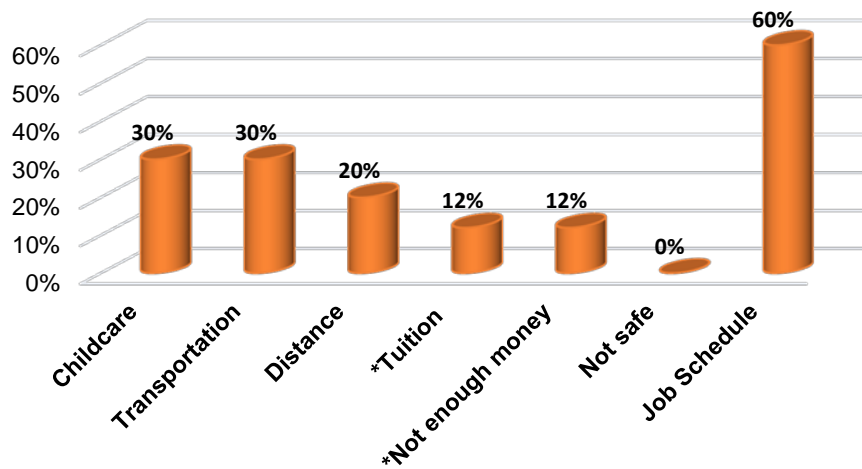
Q13: What services or help would you like offered at your school?



*Financial aid resources

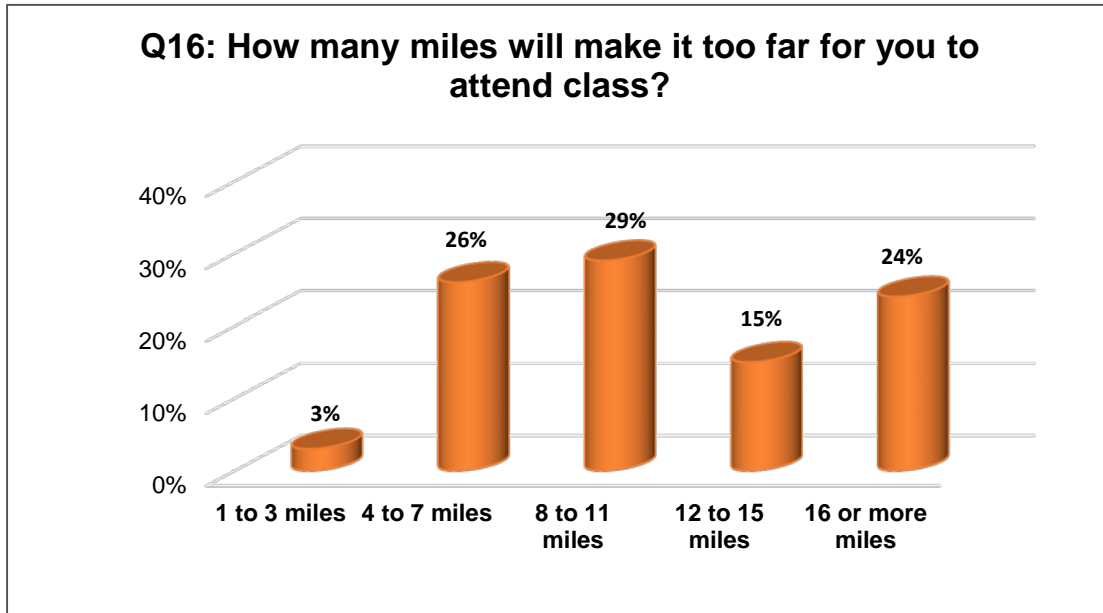
*Community and health resources

Q15: What barriers/problems prevent you or a family member, from coming to school?



*Tuition is too expensive

*Not enough money for school supplies, books or food (like lunch at school)



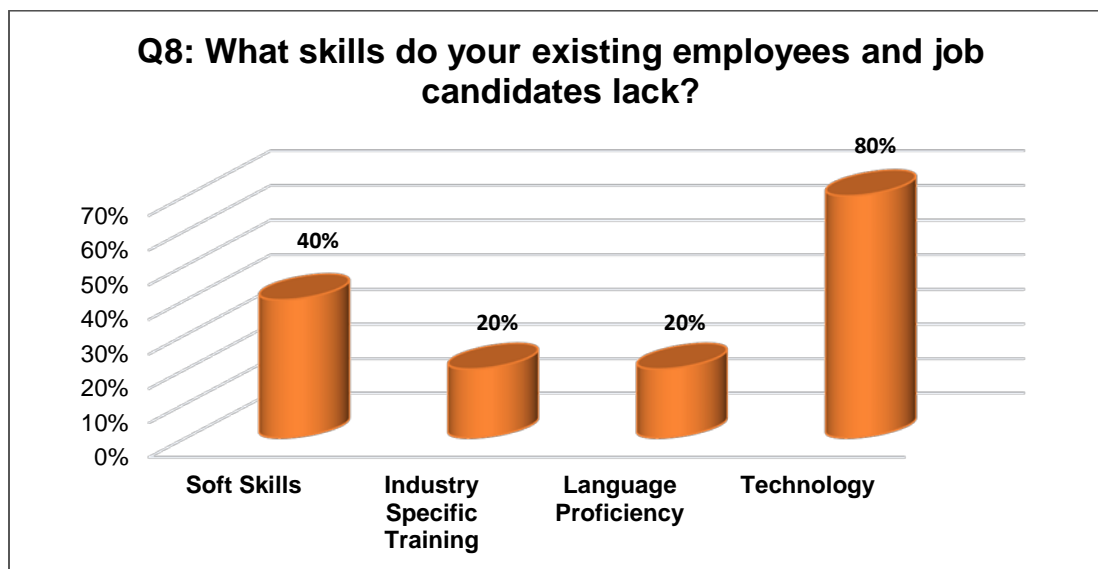
Business Survey

We attempted to engage our local businesses to receive feedback on the needs of the community from a business perspective. To do this SDNAEP created a survey (See Appendix I) and put a link to it on the SDNAEP website. We recruited businesses through networking, Regional Planning Summits, contacting businesses through the Chamber of Commerce, Library and community agencies.

Unfortunately, we had a very low response rate to this survey. However, those that did complete the survey provided information about the workplace and important skills employees must acquire to be competitive (Figure 20). Additional effort is required. We plan to keep the survey open and continue to recruit businesses to complete the surveys.

The limited findings of the SDNAEP business survey are displayed in Figure 20. The skills that the largest numbers of employer reported as lacking in existing employees and job candidates lack were technology (80%) and soft skills (40%).

Figure 20: Business Survey Results



Mira Costa College and the Coastal North County Adult Education Consortia have generously shared their own findings from a commissioned study by BW Research of 213 employers in San Diego County with an emphasis on North County. (We are pleased to also report that we have agreed to reciprocate and share our own future research findings with that neighboring consortium.) Employers were surveyed online, or via telephone interview. Almost 70% of these companies employed less than 50 full or part time employees and 30% had 50 or more employees. This research demographic overlaps with ours and we have compared these findings to our own.

The Coastal North County Adult Education Consortia findings aligned with the data from our much smaller sample. Specifically, the BW Research group found that for jobs requiring less than 4 years of college, employers valued, and found employment candidate deficiencies in the following: the ability to communicate with customers and colleagues, and to write and document complex information; technical training and expertise in position being applied for; ability to write and document complex language and the ability to use technology and to learn new technology and applications. These findings mirror the feedback we received in our SDNAEP surveys. A crosswalk comparing the two surveys is provided in Table 14 below.

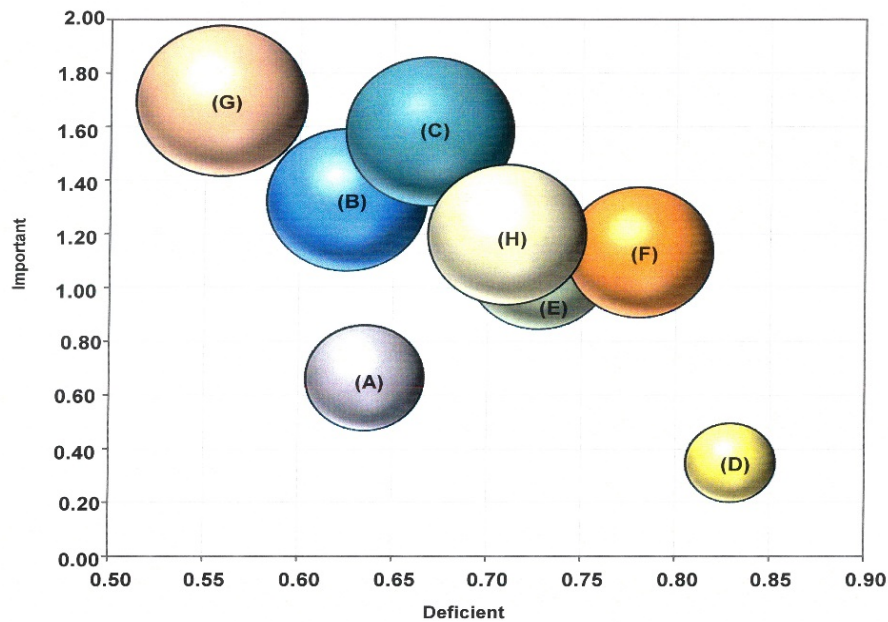
Table 14: Comparison of Surveys

Crosswalk of Survey Findings	
SDNAEP Employer Survey	MiraCosta, Coastal North County Adult Education Consortia Employer Survey
Language Proficiency	<i>Ability to communicate with customers and colleagues.</i>
Industry Specific Training	<i>Technical training and expertise in position they are applying for</i>
Language Proficiency	<i>Ability to write and document complex language</i>
Technology	<i>Ability to use technology and learn new technology and applications</i>
Soft Skills (“Skills that enable students to interact effectively in the classroom and career”)	<i>Ability to communicate with customers and colleagues</i>

The graphic results of the MiraCosta, Coastal North County Adult Education Consortia employer survey portray both the importance and the percentage of employers noting each deficiency and are displayed in the excerpted graph in Figure 21.

Figure 21

Importance of and Deficiency in Education, Training, Skills and Experience in Entry-Level Applicants



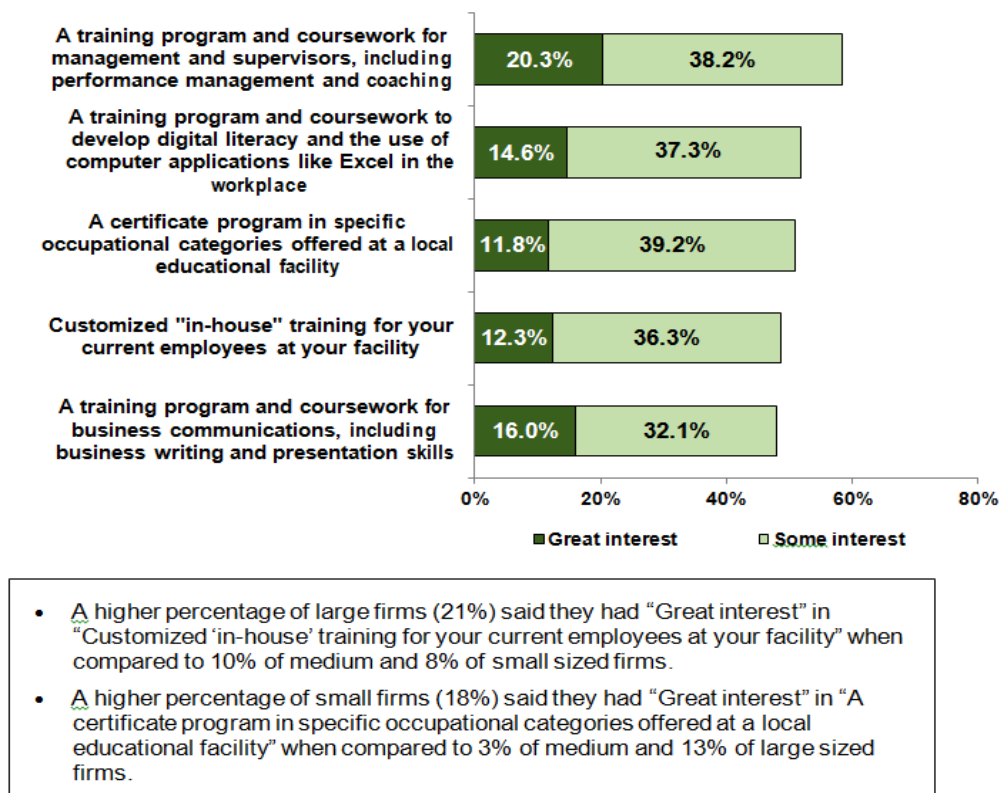
- oA. An industry recognized credential or certificate
- oB. At least one year of industry related work experience
- oC. Ability to speak and communicate with customers and colleagues
- oD. An associates degree
- oE. Ability to write and document complex information
- oF. Ability to use technology and learn new technology tools and applications
- oG. Ability to work with others and contribute as part of a team
- oH. Technical training and expertise specific to the position they are applying for

Source: San Diego & North County Employer Survey Report Conducted for the Coastal North County Adult Education Consortium, BW Research Partnership, bwresearch.com. page 14.

The Coastal North County Adult Education Consortia survey also evaluated employer interest in training or educational programs that could be developed by a community college or local educational agency. Their survey results noted that employers reported “great interest” in the following: training or courses for management (20%); digital literacy and computer application (14%) a certificate program in a specific occupational category (11%) ; customized in-house training (12%) and in a program or coursework in business communications, business writing and presentation skills (16%). A figure excerpted from this study, combining the employers’ responses of either “great interest” or “some interest” in possible training or educational programs is provided below (See Figure 22).

Figure 22

Interest in Potential Training or Educational Programs



Source: San Diego & North County Employer Survey Report Conducted for the Coastal North County Adult Education Consortium, BW Research Partnership, bwresearch.com. page 16.

Highlights of Focus Group Meetings

To include the remote areas of the SDNAEP (Borrego Springs, Fallbrook, Julian, Ramona, Valley Center-Pauma, and Warner Springs) in SDNAEP data collection the following outreach strategies were used: 1) contacting school district offices, 2) contacting organizations such as Chambers of Commerce, libraries, Sheriff's departments, and community service agencies, and 3) personal contact via the Leadership Council members.

In analyzing the focus groups and meetings, several important trends emerged providing insight into the unmet needs and gaps in our AE programs and services:

- There is limited Internet access in remote areas due to cost (those who do have Internet, it is dial-up) and limited number of satellites and cell sites in the area.
- Programs needed are: ESL, CBET (English for parents), GED / HSD, computers, and CTE.
- Most significant barriers to attending school are: no transportation (public buses do not have regular stops in many of the remote areas) and distance (For many adult learners they would have to travel between 30-50 miles, for about 1 – 2 hours of travel time, in addition to time spent in class.)
- There is no sufficient infrastructure in place to provide online remote learning. In these locales, for classes to be successful, classes would need to be brought to the community.
- Valley Center-Pauma, Borrego Springs, Warner Springs, and Julian all have student populations from local tribal communities. Many of the tribal communities offer only limited educational programs or services
- Many high school graduates need about one year of remedial classes before they are ready to take a college level class.

Analysis of Survey and Focus Group Meetings

Our analysis of the SDNAEP economic and social demographics, data collected at the Regional Planning Summits, remote focus groups and meetings, and the results of community, business and student surveys, provided great insight concerning the current educational and workforce needs and the unmet needs for adults in our Partnership (See Table 15).

Table 15: Survey and Focus Group Analysis

Themes	Analysis
<p><u>Education Goal</u>: Students from both AE and PC are interested in enrolling in a CTE program. Community members are interested in obtaining a HSD Diploma.</p>	<ul style="list-style-type: none"> • CTE programs offer short-term training that can allow students to be competitive for jobs within the year, depending on the goal. • Students who want to attend postsecondary education will need to make mini goals (obtaining skills to obtain employment through CTE program) and then long-term goals that may include postsecondary education. • Counselors are needed to help students visualize their short and long-term goals. Students can attend postsecondary education, but they may need to accomplish some mini goals prior to that. • More CTE and HSD/GED programs are needed.
<p><u>Needed Services</u>: Students from both AE and PC need job placement. A secondary need is financial aid and career counseling for students at AE and community members.</p>	<ul style="list-style-type: none"> • Job placement services are needed for the majority of students whether they are enrolled at AE or PC. • Teaching students' job search skills: writing resumes, interviewing, appearance, etc. is needed for job placement to succeed. • Counselors and/or job developers are needed to prepare students to obtain and retain employment. • Teachers are also aware that students need assistance with job preparation and soft skills.

Themes	Analysis
<p><u>Significant Barriers:</u> Students from both AE and PC and community members indicate that job schedule and childcare are the biggest barriers preventing them from attending school consistently.</p> <p>For students in the outlying cities within the SDNAEP, transportation is the most significant barrier preventing students from attending class. The distance for students in the outlying cities is between 30 to 50 miles.</p>	<ul style="list-style-type: none"> • Job schedules create a significant barrier for students. Many of the jobs that students hold have inconsistent work schedules that can vary weekly from morning, afternoon, and evening, interfering with class attendance. • More programs that offer classes multiple times throughout the week with varied days/times and integrating online learning or distance learning opportunities are needed. • Teachers indicate that childcare is the biggest barrier preventing students from attending school. They are not aware that job schedules play a bigger role in students missing class. • Transportation is a barrier that is particularly challenging. San Diego County's suburban and rural transportation system is very limiting. In fact, the bus only arrives once per day in Julian. • In order to deliver education services to the outlying cities, programs and services will have to be provided in those locations.
<p><u>Awareness of AE programs:</u> The majority of AE and PC students, as well as community members, have little or no knowledge of available AE programs.</p>	<ul style="list-style-type: none"> • This confirms what the Leadership Council suspected: There is a vital a need to market available AE programs and services. • Part-time staff should be hired to create brochures, flyers, and use social media (twitter, Facebook, Instagram) and to market AE programs and services is needed.
<p><u>Distance to School:</u> Students from both AE and PC as well as community members indicated they could only travel up to 11 miles to attend school. This was the most significant barrier for students in the outlying regions of SDNAEP.</p>	<ul style="list-style-type: none"> • Poor transportation services in San Diego County, immigration status among our students (Undocumented persons have no driver's license or insurance.), and financial status (inability to purchase or maintain a car), many of our students cannot travel long distances. • To increase access, programs and services will have to be delivered to the students.

Themes	Analysis
<p><u>Access to AE Programs and Services:</u> Students from the outlying cities have no access to AE programs and services. There is also no infrastructure in place for providing remote learning.</p>	<ul style="list-style-type: none"> For classes to be successful in the outlying cities, we need to bring the classes to the students In a parallel effort, strategies to promote rural access to internet services, including education, should be developed and implemented.
<p><u>Special Populations:</u> In a few of the outlying cities (Warner Springs and Valley Center), there are several tribal communities. Many of these tribal communities offer limited educational programs or services.</p>	<ul style="list-style-type: none"> In order to meet the needs of the American Indian population, SDNAEP must reach out to these communities to determine their need for programs and services. Currently EAS and PC both contract with tribal communities to provide educational services. SDNAEP needs to reach out to the other tribal communities to ensure that all Native Americans within our region have access to AE programs and services.
<p><u>Basic Skills:</u> Both the teacher survey and focus groups indicated that there is a need to improve students' basic skills for entry into CTE, postsecondary education, or passing employment tests.</p>	<ul style="list-style-type: none"> Per the focus group meetings, students need about one year of remedial classes before they are ready to enroll in a postsecondary education. Increase the availability of basic skills classes (or integrate the basic curriculum within the core curriculum) so students are ready to participate in a CTE program or postsecondary education.
<p><u>Employment Skills:</u> The business survey revealed a need for current and prospective employees to increase both their "soft skills" and technology skills.</p>	<ul style="list-style-type: none"> Soft skills include problem-solving, working in groups, time management, and organizational skills just to name a few. There is a need for AE schools and PC to integrate this curriculum within the core curriculum and/or to teach a separate class or series of workshops. There is also a need for AE schools and PC to increase the technological skills in our students acquire by either integrating more technology into the core curriculum and/or creating a policy requiring a specific level of technology skills before students can "graduate" from a program. There is also a need to increase the number of technology classes offered to students. Additionally, the focus should be on "real life" applications rather than just learning how to use a certain software program.

ANALYSIS OF UNMET NEEDS BY PROGRAM AREA

SDNAEP research identified unmet needs in each program area. Some of these pertained to all five program areas and some unmet needs applied only to specific program areas. The evidence of need and the description of the unmet needs are described below.

All Program Areas

Evidence of Needs	Unmet Needs
<ul style="list-style-type: none"> Currently, there is no uniform educational plan for students in the SDNAEP. Without an educational plan, students do not have a clear idea of what classes they need to obtain their educational or career goals. Counseling that involves interest and aptitude testing, exploration of careers and labor market information assists students in creating realistic and appropriate goals. Currently, we have no counselors employed to assist students in this capacity. The student survey responses well documented the many barriers students face in attending school. There is a need to increase the partnerships we have with CBOs and state agencies to provide our students with the necessary support. Penalber (2000), found that a tutoring center significantly impacts student grade point averages. The survey demonstrated the lack of information about AE programs and services available in the community. There is a need to increase the marketing of AE programs. 	<ol style="list-style-type: none"> (1) There is no comprehensive educational plan that outlines students' academic and career pathways. An educational plan that is embraced by all SDNAEP AE programs allow consistency and easy transition between schools. (2) We need more student support services for students including career counseling and computer programs that assess students' aptitude and interest. Students often choose a career randomly without considering the job description and their own academic strengths and weaknesses, interests and values. (3) We have limited partnerships with community based organizations that can provide assistance with transportation, childcare, financial assistance and accommodations for students with disabilities. (4) There is no tutoring center for students to obtain additional assistance with homework or with preparing for tests. (5) There is a need to change the perception of adult education regarding quality of training and education programs. We need to show that our certifications are respected in the community and can lead to employment.

Program Area #1: ASE / ABE (High school Diploma or Equivalency Certificate)

Evidence of Needs	Unmet Needs
<ul style="list-style-type: none"> • Drop in funding led to a decrease in ABE / ASE classes offered resulting in 96% of students' needs in the program area of ABE / ASE not being met in 2013-2014 (See Figure 15). • High number of adults who do not have a high school diploma or GED • High poverty rate that many of our adult learners face • Large percent of students (42%) and community members (31%) whose goal is to earn a high school diploma / GED • Workforce trends now require a high school diploma to be competitive for higher paying jobs 	<ol style="list-style-type: none"> (1) There is no access to ABE and ASE adult education classes for adults on the reservations and in many remote regions within the SDNAEP including Borrego Springs, Fallbrook, Julian, Valley Center-Pauma, Ramona, and Warner Springs. Distance and limited transportation for these communities make traveling to one of the AE sites or Palomar College (PC) challenging, if not impossible. The time simply to travel to a school could be one to two hours, each way. (2) We have limited class offerings that use alternative learning modalities such as distance learning (DL), independent study (IS), or "blended" type programs. Blended classes incorporate both online learning and class learning. (3) We have a low number of articulation agreements between AE and PC. (4) We have limited computer labs and available hours that students can access the computer lab to complete online classes. Many of our students cannot afford Internet, have only dial-up Internet, or even lack satellite or cell sites for service in their area.

Program Area #2: ESL, Citizenship, and Workforce Preparation Classes in Basic Skills

Evidence of Needs	Unmet Needs
<ul style="list-style-type: none"> • Drop in funding led to a decrease in ESL and citizenship classes offered resulting in 98% of students' needs in the program area of ESL and citizenship not being met in 2013-2014 (See Figure 15). • Significant number of adults who speak a language other than English at home. • High number of ELL and migrant workers. 	<ol style="list-style-type: none"> (1) There is no access to ESL, citizenship and workforce preparation classes in many remote areas of the SDNAEP including Borrego Springs, Julian, Valley Center-Pauma and Warner Springs. (2) There is limited capacity to create new programs and grow current ones. As a result, there are wait lists for ESL classes. In some cases the numbers are too great and the resources too limited to even provide wait lists. (3) There is a need to reach out to local businesses to create workplace preparation classes (such as a Vocational English as a Second Language program). (4) There are not enough class offerings (times/days) for each level of ESL. (5) There is a need to create a database of employers who can be flexible with students' varying school schedules. (6) Classes are unaffordable for many, since students have to pay for books and supplies.

Program Area #3: Educational Programs for Adults with Disabilities

Evidence of Needs	Unmet Needs
<ul style="list-style-type: none"> • Drop in funding led to a decrease in programs and services for adults with disabilities resulting in a 99% unmet student need in the program area of adults with disabilities in 2013-2014 (See Figure 15). • Significant number of people living in the SDNAEP have a documented disability. • A large veteran's population lives in the San Diego Inland North County, many of whom have acquired a disability in service, and will need educational programs and services. 	<ol style="list-style-type: none"> (1) There are limited numbers of classes or programs specifically for adults with disabilities (only PC and Vista Adult School offer programs and services) in the SDNAEP. (2) There is no designated funding to provide accommodations for adults with disabilities, including assistive technology. (3) We need more partnerships with community based organizations and state agencies to provide resources to adults with disabilities. (4) We do not offer a "basic skills" class specifically for adults with disabilities to assist them with basic reading, writing and reading as well as test preparation for entry into education programs or employment. (5) We need to improve communication among teachers, staff, and students with disabilities about needs for accommodations. (6) We have no counselors who specialize in working with adults with disabilities. Special education counselors can assist with teacher education, mediation, and provide support to adults with disabilities. (7) We need to collect more resources and information about apprenticeships that can accommodate disabilities.

Program Area #4: Short-Term CTE with Employment Potential

Evidence of Needs	Unmet Needs
<ul style="list-style-type: none"> • Most significantly, the drop in funding led to a decrease in programs and services for students resulting in 97% of students' needs in the program area of CTE not being met in 2013-2014 (See Figure 15). • The unemployment rate in the SDNAEP service area ranges between 5 – 6%. • Occupations that offer competitive wages require a minimal of a high school diploma and/or CTE training. 	<ol style="list-style-type: none"> (1) There is limited capacity to create new programs and grow current ones. (2) There is no access to CTE classes in many remote areas of the SDNAEP including Borrego Springs, Fallbrook, Julian, Ramona, Valley Center-Pauma, and Warner Springs. (3) There are limited numbers of educational pathways and articulation agreements between AE and PC. (4) There is a need for more marketing that is competitive with private vocational schools to ensure that students are aware of public programs. (5) There are limited career counseling services to help students identify appropriate educational or career goals. (6) We have no formal job placement system to assist students with finding employment. (7) There is no data system that tracks longitudinal data between AE and PC to determine quality of programs and student success.

Program Area #5: Programs with Apprenticeships

Evidence of Needs	Unmet Needs
<ul style="list-style-type: none"> Most apprenticeship programs that offer competitive wages require a minimal of a high school diploma and/or training and high school or college algebra. 	<ol style="list-style-type: none"> (1) There is a need for a basic skills and trade class that prepares students in basic skills, and knowledge of different industries and also to pass apprenticeship entry exams. (2) There is a need for integrating apprenticeship concepts into curriculum for ABE, ASE, ESL, and CTE. (3) There is limited awareness of apprenticeship programs among stakeholders (students, teachers, counselors, and community members) (4) There are limited apprenticeship openings or “spots” leading to long wait lists for certain popular apprenticeships. (5) There is a need for career counseling to direct and educate students in choosing their educational goal and potential apprenticeship program. Apprenticeship programs require a strong commitment in that students are work during the day and take classes in the evening for three to five years, depending on the apprenticeship. Learning about the profession and making sure it’s the right path for students saves both student and apprenticeship programs time and money.

Summary of Objective #2

The San Diego North Adult Education Partnership (SDNAEP) is comprised of a variety of adult learners with different ethnicities, cultures, experiences, expectations, and challenges who live in urban, suburban and rural settings. Our Partnership has responded by offering a broad range of programs and services for adult learners. The evaluation of both the social and economic characteristics of the SDNAEP strongly supports the need for ESL, ABE, ASE, CTE, apprenticeships, and specialized programs for adults with disabilities.

The evaluation also indicates that although many programs and services are currently offered, there are clearly several unmet needs. These can be categorized as needs for: access, support services, and specialized programs. Recognizing these unmet needs has allowed our Partnership to begin to develop strategies and systems to ensure all adult learners have full access to all programs and services available in the SDNAEP and that programs are effective in both cost and outcome.

OBJECTIVE 3: TRANSITIONS INTO POSTSECONDARY OR WORKFORCE

Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce. Plans and strategies to create pathways, systems alignment, and articulation among Consortium participants.

Synopsis: Plans for integrating current programs and for providing seamless transition to both postsecondary education and the workforce are detailed.

The first concern is to use cross-institutional collaboration to align systems. Key strategies are providing common or aligned placement assessments, progress indicators and progress indicators. Processes to accomplish this are identified. Co-location of courses is also planned.

At the program and instructional level, strategies to promote college readiness and transition are described. Strategies to promote workforce readiness through educational programs and student support services with specialized staff are detailed. Targeted strategies for ESL; for students with disabilities and for transition to apprenticeship are called out. Across all program areas, strategies to promote awareness of AE programs are designed to promote transition for AE students. A detailed table of job descriptions for each of the new positions needed to implement the planned strategies is provided.

In order to successfully integrate programs and provide seamless transitions, a collaborative culture and supporting infrastructure needs to be promoted. This fosters the creation of systems that are the foundation for efficient progress of students vertically within the educational system. The alignment of placement assessments, progress indicators and major outcomes provide the building blocks for the effective delivery of programs and services.

The subsequent strategies to deliver programs and services for transition are listed by 1) adult education to community college, 2) from adult education to the workforce and are clustered into meaningful categories and 3) transition within levels of ESL. The latter category is included because successful transition to more advanced levels is key to making the college/workplace transition. Targeted strategies applicable to ESL students and those with disabilities are called out within these categories.

Transition to Higher Education

Systems Alignment Cross Institutional Collaboration

Historically, there has been a divide between AE and community college (CC). Within the Leadership Council a strong partnership has been forged. However, for some instructors and staff, there is a feeling of competition between the two segments. In order for any collaborative work to be accomplished, school leaders have to create an environment that fosters cooperation and partnership by holding consortium-wide professional development (PD) workshops and individual school workshops involving instructors and staff. To work together, all stakeholders need to be together.

Provide Common or Aligned Placement Assessments, Progress Indicators and Major Outcomes

NOTE: PC will evaluate reading, writing, and math assessments to determine the appropriate course entry points for students. SDNAEP will evaluate this new assessment to determine if all AE sites can incorporate this placement assessment so that it is uniform throughout the Partnership.

Every Program (ABE/ASE, ESL, CTE, and apprenticeship) now uses their own assessment measures to place students in appropriate classes, to determine progress during the class and to promote students to the next class in the sequence, depending on the students' educational plan.

Aligning placement assessments between AE and PC ensures that students do not have to repeat assessment tests when they transition to PC. Alignment of placement assessments between AE and PC ensures that students do not have to repeat assessment tests when they transition to PC. Alignment of progress indicators and major outcomes between AE and PC ensures that students are continuously moving forward in their progress toward their educational or career goal.

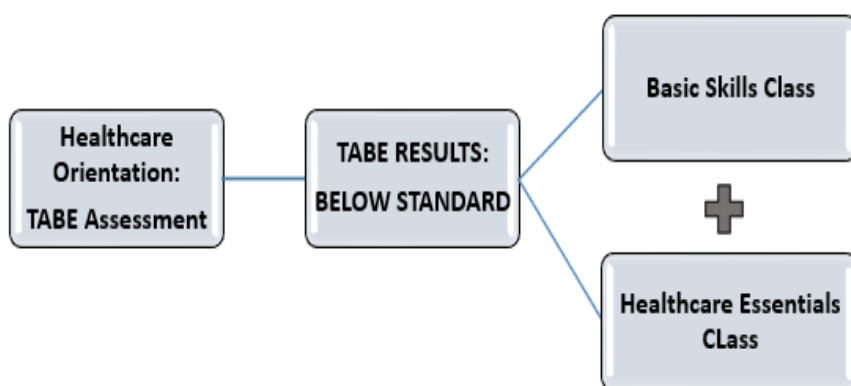
Process to Align Placement Assessments

The first step in aligning assessments within SDNAEP is to create a list of all assessments used within the different program areas and for entry into a school. This analysis will then generate conversation among instructors and administrators regarding what assessments should be used and what they should measure.

A series of workshops for a team of AE and PC instructors in the five program areas will begin the discussion of which assessments should be used based on the program area. Instructors will also design a model that shows the sequence and flow between assessments and courses within each program area. For example, in the healthcare field, a student takes the TABE to determine reading and writing abilities. If that student doesn't achieve the required level for healthcare, they may have to take a basic skills class, either prior to, or while completing, the first class in the healthcare sequence (Figure 23).

Figure 23

Sample Student Placement Based on Assessment Score



The data technician, as described above, will create a transcript that lists all assessments taken and passed so that students can demonstrate what they have learned and where they need to go next. This reduces duplication of required assessments for students. The data technician can also monitor and flag students as they move from AE to PC or workforce (See Table 16 for full description of this position).

After the assessments are aligned for all programs in the SDNAEP, an online reference guide will be created for all teachers to use in order to ensure continual alignment of assessments.

Process to Align Progress Indicators and Major Outcomes

The first step in aligning assessments within SDNAEP is to identify current indicators of student progress and major outcomes of student success in each of the five program areas. An example of a progress indicator could be the number of attendance hours. An example of a major outcome could be earning a high school diploma.

A series of PD workshops for AE and PC instructors will be provided to enable them to develop uniform progress indicators.

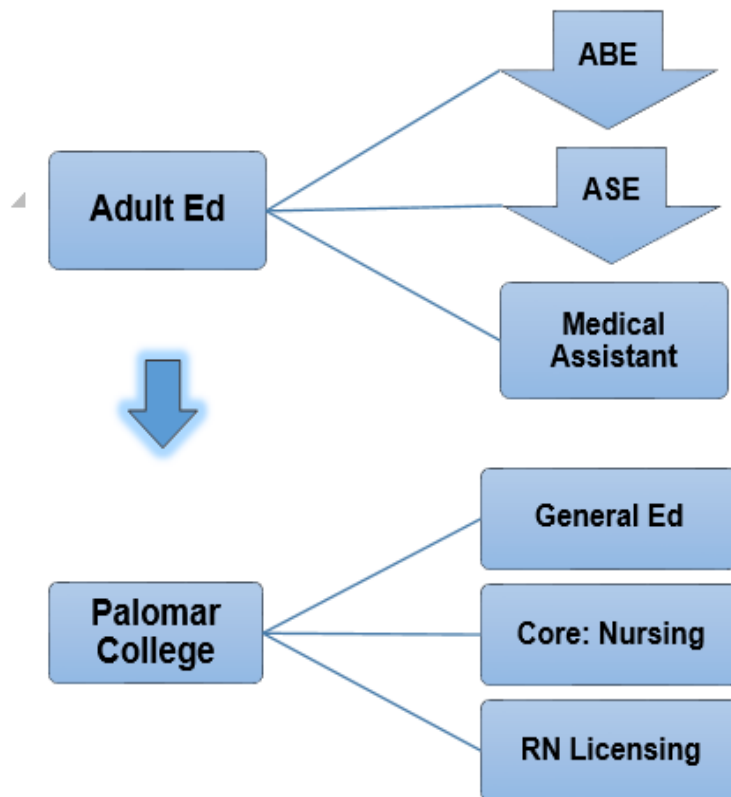
Throughout the first year of implementation, instructors will need collaboration time to evaluate the accuracy and effectiveness of the progress indicators and major outcomes and to make adjustments if needed.

Pathway Programs and Articulation Agreements

An education pathway is an educational roadmap that guides students through a sequence of classes in order to earn a certification in their chosen career (Figure 24) or a college degree in a certain profession. Pathways maximize effective use of student time and school facilities. Education pathways promote academic persistence because students are in control of their educational plans and are able to complete their programs as efficiently and effectively as possible.

Figure 24

(Sample Educational Pathway)
Educational Goal: Licensed Vocational Nurse



Process to Create Educational Pathways

The first step to create educational pathways between AE and PC is to inventory and review all available programs. Creating collaborative sessions between AE and PC instructors to evaluate available programs can begin to solidify the partnership we hope to cultivate. Most importantly, it will lead to the identification of educational pathways that can guide students' transition from AE to PC.

The next step is to provide mini workshops that give AE and CC instructors with tools to align educational pathways. During the workshops, instructors will be divided by program area and then work together to create possible educational pathways to share with administrators. These workshops will also be used to review the implementation of educational pathways throughout the year and to make adjustments, as needed.

As described in Table 16, the data technician will create a transcript documenting the AE student's earned college credit.

A large portion of our plan relies on the collaboration efforts between AE and PC teachers. We hope this collaboration will remove any concerns regarding our goals of articulating classes between AE and PC. In fact, such articulations ensure that students are academically and emotionally ready to succeed at PC.

Course Locations

- Offer PC pre-requisite classes at the AE sites. Allowing students to take pre-requisite classes required by PC in the familiar and comfortable environment of an AE classroom will enable students to complete these courses with a minimum of disruption in their established schedules and also build, their confidence to succeed at a postsecondary school.
- Allow AE students to take classes at PC. The more opportunities an AE student has to walk onto PC's campus, the higher the probability that he, or she, will transition successfully to PC. Offering AE classes (GED preparation or college readiness) at PC can familiarize them with the college surroundings and also promote their confidence in their college academic skills.
- Offer dual enrollment programs and opportunities. Allowing students to take two classes, one from AE and one from PC will both move students to complete courses sooner, and also increase the likelihood of students transitioning to PC.

Instructional Programs and Student Support

- Create a college preparatory class, either as a series of workshops or as an intensive 3-week class to address key skills for college including organizational skills, time management, study skills, etc. Succeeding in college requires hard work, dedication and lots of studying. Understanding this in advance, will help students be successful in transitioning from AE to PC. CCRC (2015) discovered that an important "nonacademic" support mechanism is the development college know-how (college readiness class or workshops, fieldtrips to colleges).

- Offer an Academic Basic Skills Class. Many students don't have a solid foundation in reading, writing and math. These three basic skills are necessary to succeed in postsecondary education. Without a strong foundation in these skills, classwork at CC can be very overwhelming. Providing students with a quick start to review, enhance, or learn, these basic skills will increase their probability of succeeding at CC. These "mini classes" will consist of six weeks of instruction on specific skills that will rotate throughout the year.
- Coordinate support services between AE and PC. Coordination of services across all AE sites and PC will minimize costs, and maximize effective service delivery. It will enable us to leverage resources and ensure that the available resources match the documented needs of the students.
- Hire a Transition Coordinator. The transition coordinator will create a uniform process with a human connection that guides students through the entire process of transition to PC (See Table 16). This individual will also liaison with the college and work with the Data Technician to track progress of students who transition to PC.

Transition to Workforce

- Create short-term career pathways that lead directly to employment. Similar to educational pathways, a career pathway is a roadmap that guides students through a sequence of classes in order to earn a certificate that allow students to be competitive in the workforce.
- Install additional technology in the classroom. Technology that is built into the core curriculum will enable students to gain experience and proficiency in using these tools. This strategy is supported by the business survey which found that the skill most employees and job candidates lack is technology (80%).
- Hire a Transition Coordinator. The transition coordinator will create a uniform process that guides students through the entire process of transition to the workforce (See Table 16).
- Hire an Internship Coordinator to be shared among all AE sites to create and manage internship opportunities for students. (See Table 16)

- The Job Developer and the Internship Coordinator (will reach out to the business community to begin developing these relationships for all five program areas. This will be particularly helpful to many adults with disabilities who have limited experience in the workforce, OJT's, and/or internships provide work experience in a supportive environment. The Internship Coordinator and the Job Developer can help develop partnerships with businesses and also find job openings for graduating students.
- Provide opportunities of on-the-job training, job shadowing, and internships for students. The opportunity for students to apply what they have learned in the classroom to the actual work setting provides invaluable experience and also increases their confidence in their readiness for employment.

ESL Transition Services

The ESL program is well known for its large numbers at the start of a session and large dropout rates near the end of a session. Many ESL students move in and out of ESL classes as life challenges interfere with attending school. However, this practice of attending and stopping makes it impossible for students to complete their educational goals or to find competitive work. The strategies to address these issues in ESL transition are listed below.

Student Accountability – Student Contracts

Student contracts may help students to identify and organize their required activities and enable them to make school a higher priority on their list. This, in turn means students will work harder to remain in school.

Student Accountability - Student Portfolios

Student portfolios are a great tool to help students remain in school; the portfolio becomes their map of progress and provides a place to organize and categorize their accomplishments. These student portfolios can also be used in job search to document one's accomplishments. Overall, both student contracts and portfolios assist students in taking responsibility for their learning.

Create Transition Process

- Aligning assessments within and among ESL programs to determine advancement to higher levels is an important step in ensuring that students are developing the skills necessary to succeed in an ABE and eventually ASE class. This will provide students with transparent indicators of their progress and make future steps obvious.
- Along with aligning assessments, an agreed upon benchmark of progress needs to be established. This will keep students moving forward rather than remaining stagnant at a single level of ESL class. It will also ensure that students develop the necessary skills to be successful in the next level.
- Developing mini goals throughout the different levels in ESL programs demonstrate to students that they are moving toward their long-term goal. Each accomplishment builds confidence and persistence in students. This is especially important because many of the ESL students are starting at the first level making the path to developing English speaking, listening and writing seem long. The accomplishment of mini goals along the way will increase persistence and completion among students.
- Hire an ESL Counselor. As described in Table 15, the ESL counselor will play an important role in building relationships and providing support to ESL students as they transition from ESL to another program whether it is ABE, CTE or employment.

Transition Services for Students with Disabilities

Students with disabilities require specialized programming to support their educational efforts and to ensure that they are able to either proceed to higher education or employment. The special issues that these students face, including needs for accommodation and adaptive devices will be addressed here using the following strategies:

Hire a Special Education Counselor

As described in Table 16, the special education counselor can assist students with disabilities by assessing their needs; obtaining necessary educational or physical accommodations; educating teachers, staff and employers about the needs of adults with disabilities; and helping students through the transition process to PC.

Regardless of academic or career goals, all students with disabilities will need support and, often, accommodations to succeed in the classroom and/or in the workforce.

The continual collaboration between specialized counselors who work with adults with disabilities at AE and PC is necessary to ensure the continual support, accommodations, and education for teachers, staff and businesses in regards to working with adults with disabilities.

Specialized referral form for adults with disabilities

It's important to determine what accommodations are necessary to ensure students with disabilities have full access to the curriculum, materials and are able to participate in the classroom. A specialized referral form and a uniform process for all AE sites will be created to ensure that the needs of students with disabilities are being met.

Priority Registration

Priority registration for impacted programs is a great incentive for adults with disabilities to transition from AE to PC. Avoiding the hassle of the registration process and not having to make alternative decisions when classes become full is helpful for adults with disabilities and increases their likelihood of transitioning.

Ongoing collaboration between AE and PC counselors

Maintaining ongoing communication between AE and CC special education counselors, and with the data technician and transition coordinator, will help track the success of adults with disabilities that transition from AE to PC. Furthermore, such collaboration provides opportunities for counselors to evaluate, change, or modify the transition process, itself, if needed.

Provide career interest and aptitude testing

Although we have already described Community College Readiness, adults with disabilities need additional counseling services and assessments to identify appropriate career goals that they are physically and emotionally able to perform. Knowledge about the impact of certain disabilities on learning, stamina, and other types of health issues is important to understand and to be able to have open dialogue with students with disabilities. This involves analyzing interests, aptitudes, and nature of disability when making decisions about educational or career goals.

Create “Essentials” class

Adults with disabilities will benefit from taking an “Essentials” class that focuses on the basics of completing forms, learning how to study and prioritize, prepare for an interview and how to discuss accommodations with employers and co-workers.

Students with disabilities need to understand how their disability can create challenges, and to strategize how to persist toward their goals rather than stopping. They also need to be able to evaluate their emotional and academic readiness. This class will ensure that AE students with disabilities are ready and prepared to transition to PC or the workforce, and thus increase their likelihood of success in either setting.

Transition for Apprenticeship

- Provide students with the contact information for the apprenticeship training centers. There is little marketing regarding apprenticeship programs. Students who have the information on current programs, can contact training centers directly to have their questions answered.
- Provide a preparation class for trades and technology. As with other program areas, apprentice candidates need basic skills in reading, writing, and math in order to successfully enter an apprenticeship and complete it.

College and Job Readiness

Job Search and Retention Training

Offer a series of workshops focusing on job readiness skills. Workshops focusing on job readiness skills (resume writing, interviewing, negotiating salary, find job openings, completing applications, etc.) will be provided for students who are nearing the end of their pathway. Preparing students to find and maintain work when they have almost completed their educational program can assist in their transition to the workforce.

- Hire a Career Education Advisor. The Career Education Advisor will assist students in developing their educational plans and completing their programs of study. The Career Education Advisor, as described in Table 16, plays a vital role in providing support to students by assisting with career choice based on accurate information, providing workshops on college or job readiness, and providing support while students are making the transition from AE to either PC, or workforce. The need for this advisor is supported by our student survey data which indicated that 35% of students want career counseling and 29% want academic counseling.
- In addition, the Career Education Advisor will organize college fieldtrips, arrange for college representatives to visit AE sites, and provide both career and education workshops as described in Table 16. This individual will also assist student in identifying career aptitudes and interests using research based software programs.
- Provide career interest and aptitude testing. Identifying career aptitudes and interests using research based software programs will enable students to make career decisions based on knowledge, rather than randomly picking a career. This more efficient selection of career options will promote student motivation for relevant courses and minimize time needed for program completion.
- The Career Education Advisor, as described in Table 16, plays a vital role in providing support to students by assisting with career choice based on accurate information, providing workshops on college or job readiness, and providing support while students are making the transition from AE to either PC, or workforce. The need for this advisor is supported by our student survey data which indicated that 35% of students want career counseling and 29% want academic counseling.

- Identify career aptitudes and interests using research based software programs will enable students to make career decisions based on knowledge, rather than randomly picking a career. This will keep students on track allowing them to transition to PC.
- Hire a Job Developer to make industry connections and find job openings for students in all five program areas, as described in Table 15. This individual will plan and host job fairs.
- School to work experiences for ESL students including learning about the world of work, visiting employment sites, practicing job interviews and job search techniques, and having ESL teachers attending advisory meetings to learn more about labor market and CTE programs.

Student Support Services

- Provide childcare through partnership with community, charitable organizations, or schools that teach child development, to enable students to attend classes and participate in internships, and job interviews.
- Coordinate support services between AE and PC. Coordination of services across all AE sites and PC will minimize costs, and maximize effective service delivery. It will enable us to leverage resources and ensure that the available resources match the documented needs of the students.

Evaluate Student Programs Outcomes

- Hire a Data Technician. Data on enrollment, persistence, certificates achieved, transitioning of students and outcomes all ensure programs and services meet student needs.
- Continuous data tracking enables a longitudinal study to determine student outcomes. It will assess the extent to which students who transition to PC have completed their educational plan and accomplished their goals.
- Fundamentally, ongoing data tracking will enable us to compare “apples to apples” and yield meaningful comparisons. Overall, a comprehensive data system that can track student outcomes in all AE programs, and at PC, is an important tool to provide transparent assessment of the effectiveness of our programs and to identify any gaps in our service delivery to students.

Market AE Programs

The relationship between program marketing and transition may not be obvious, but it is actually quite important. Awareness of AE programs and their related transition services is vital to enable students to increase their interest and enrollment in these programs. Students who may have ruled out AE can now see that it is a viable option for educational and career advancement. The strategies for informing the public, educators, employers and students about transition options are described below.

- Hiring a public information officer shared between all AE sites. The public information officer will create all the marketing tools (flyers, brochures, posters, etc.) as well as assist the web and social media master in marketing AE programs in social media (see Table 16 for full description of position)
- Hiring a web and social media master at each AE site. The web and social media master will be responsible for maintaining the school website and as also handle the marketing for social media (Facebook, Twitter, Instagram, etc.)
- Create printed materials about articulation and pathways between AE and PC
- Use social media to provide information about AE and PC articulation agreements and educational / career pathways.
- Familiarize adult students with opportunities offered at PC throughout their time at AE sites.
- Focused outreach and marketing programs to special populations: Native Americans, parolee, individuals in poverty, and foster teenagers who are being transitioned out of foster homes.
- Incorporating these concepts into the core curriculum in all levels of ESL will better prepare students for employment.

Summary of Objective #3

Creating a system to assist students in transitioning from AE to PC or to the workforce requires system adjustments at both levels. Collaboration within, and across institutions is key. Support services for students are fundamental. Community resources are vital in both providing support services and in providing work related experience for students.

In order to increase the opportunities for students to successfully transition from AE to CC we need to create a uniform and easily understood transition system that considers all aspects of educational and employment system requirements and, importantly, the full range of student needs.

The goal is to create an educational and workforce transition system that provides students with the knowledge and skills needed to move forward to the next level of training and education and ultimately find and maintain high skill, high wage employment.

To realize the strategies listed here, new staff will be required. These positions, job descriptions and respective program areas are listed in Table 16 below.

Table 16: Job Descriptions of New Personnel

Position Title	Job Description	Program Area
Partnerships Coordinator shared among all AE sites and PC	<ul style="list-style-type: none">The SDNAEP intends to hire a Partnerships Coordinator who will be responsible for convening the advisory committee, developing a referral process, establishing and maintaining a partners database, continuing the work to identify and meet gaps and needs, and recruiting partners to address those gaps and needs.	All Five Program Areas

Position Title	Job Description	Program Area
Career Education Advisor shared among all AE Sites	<ul style="list-style-type: none"> • Assist students with developing academic and career goals that match skills and interest as well as the job market. • Provide aptitude and interest testing to assist student in developing their educational plan. • Organize student field trips to PC. • Organize for PC representative to visit AE to discuss transitioning to PC. • Teach workshops on community college readiness, job readiness, and soft skills (test taking, organizing, prioritizing, handling conflict, etc.). • Educate staff and instructors regarding working with special populations such as Native Americans, adult parolees, and undocumented workers. • Advocate and provide emotional support to students who are struggling. • Assist teachers to integrate job readiness and community college readiness skills within the core curriculum so students are better prepared upon completing a program. • Host job fairs and Q&A's with employers to connect and prepare students to enter the job market successfully. • Develop partnerships with community based agencies and state agencies for additional support for students. • Attend various community events in order to market AE programs and services. • Host events such as "Drop-in Day." 	All Five Program Areas

Position Title	Job Description	Program Area
Transition Coordinator at each AE site	<ul style="list-style-type: none"> Assist students through the entire process of transitioning to Palomar College (PC): registering, declaring an educational goal, finding appropriate accommodations, and turning in a transcript reflecting completed classes, tests and credits earned. Collaborate with the data technician to monitor and follow the progress of students that have transitioned to PC. Create liaison with PC to monitor and support transitioned students. Create a “Palomar College Checklist” that lists what needs to be accomplished to move from AE to PC. Work with the special education counselor to provide support to students with disabilities. Assist special education counselor to ensure successful transition of students with disabilities to PC. 	All Five Program Areas
Data Technician shared among all AE sites and PC	<ul style="list-style-type: none"> Create transcript form for students who have taken college classes while still attending AE. Create data system to track student data on completion rates, certificates earned, high school diplomas earned, etc. Monitor and track students continuously throughout the year, including students who have transitioned to PC or the workforce. Create student data reports for coordinators and administrators. Collaborate with other data technicians to ensure alignment of data reporting. Establish a liaison between data technicians at other AE sites and PC. 	All Five Program Areas
Public Information Officer shared among all AE sites and PC	<ul style="list-style-type: none"> Create marketing tools (print and social media) to promote SDNAP school districts and CC adult education program. Create and update SDNAEP Resource book. Work with advisors, counselors, data technicians and web/social media master to ensure marketing information is accurate. 	All Five Program Areas
Web and Social Media Master shared among all AE sites and PC	<ul style="list-style-type: none"> Create and manage school website, Twitter, Facebook, Instagram, etc. Ensure that accurate information is available on the website regarding programs and services. Work with advisors, counselors, public information officer and data technicians to ensure information is accurate. 	All Five Program Areas

Position Title	Job Description	Program Area
Job Developer, shared among all AE sites and PC	<ul style="list-style-type: none"> • Develop job leads from local businesses focusing on employment options that match our CTE classes in the SDNAEP. • Develop partnerships with local businesses to create internships, on-job-training or job shadowing. • Plan and host job fairs with the career education advisor, ESL counselor, and special education counselor. • Create and hold Job Clubs so students can gain support from other peers searching for work too. 	All Five Program Areas
ESL Counselor at each AE site	<ul style="list-style-type: none"> • Build relationships and provide support and encouragement to students. • Advocate and provide emotional support to students who are struggling. • Provide outreach to the community and market AE programs. • Develop partnerships with community based agencies and state agencies for additional support for students. • Assist students with identifying goals and creating their educational plan. • Assist students who are transitioning from ESL to another program whether it is ABE, CTE or employment. • Establish relationships with local businesses to schedule Q&A with employers and site visits. • Integrate job readiness and college readiness lessons into ESL core curriculum. • Attend various community events in order to market AE programs and services. 	ESL

Position Title	Job Description	Program Area
Special Education Counselor shared among all AE sites	<ul style="list-style-type: none"> • Assess needs and accommodations. • Advocate and provide emotional support to students with disabilities who are struggling. • Assist students with disabilities to develop an academic and career goal that match skills, physical or emotional abilities and interest as well as the job market. • Provide aptitude and interest testing to assist student in developing their educational plan. • Act as mediator between instructors and students who may need special assistance like accommodations. • Educate teachers, staff and employers about the needs of adults with disabilities. • Mediate between instructors and students who may need special assistance like accommodations. • Help students through the transition process to PC. • Outreach to State Department of Rehabilitation (DOR) and Disability Resource Center (DRC) at PC in order to create partnerships to provide accommodations and other support services not available at AE sites. • Create a uniform transition referral form that is used by all AE sites for students with disabilities who need additional support. • Mediate with employers regarding accommodations. • Prepare students with disabilities with tough conversations about their disability during interviews. • Support students during the transition process to either PC or the workforce. 	Adults with Disabilities
Internship Coordinator shared among all AE sites	<ul style="list-style-type: none"> • Develop job leads from local businesses focusing on internships that match our CTE classes • Develop partnerships with local businesses to create internships. • Meet with students to provide overview, instructions, and practices while participating in an internship. • Monitor and follow-up with students at internship. • Mediate any issues between students and employee at internship site. • Assess students' work readiness. 	All Five Program Areas

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
TRANSITION TO HIGHER EDUCATION							
All Five Program Areas	Systems Alignment Cross Institutional Collaboration	1. Three PDs to foster collaboration between Adult Education K-12 (AE) and PC instructors to create articulations and pathways	✓ Three PDs for AE and PC instructors	Cost accounted for in Table 6.2	Leadership Council	<ul style="list-style-type: none"> • Instructor survey on quality of Partnership • Increase in articulations and pathways 	July 2015, January 2016, April 2016

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Common or Aligned Placement Assessments	1. Determine current placement assessments used in SDNAEP	✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors	\$8,050 annually	Leadership Council	• List of SDNAEP placement assessments for all program areas	July 2015 to Nov 2015
All Five Program Areas	Common or Aligned Placement Assessments (continued)	2. Collaboration time for AE and PC instructors to align entry, progress and exit placement assessments for identical programs and classes in all program areas	✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ Classroom materials	\$22,180 annually	Leadership Council	• SDNAEP aligned placement assessments for entry, progress, and exit of programs	January 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Common or Aligned Placement Assessments (continued)	3. Hire Data technician shared between SDNAEP AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Data Technician) ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	\$100,000 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Data Technician shared between SDNAEP AE sites and PC, 12 month contract • Creation of SDNAEP transcript 	July 2015
All Five Program Areas		4. Reference guide for aligned assessments	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors 	\$22,180	Leadership Council	<ul style="list-style-type: none"> • SDNAEP Uniform placement assessment guide 	Feb 2016 to May 2016

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Alignment of Progress Indicators and Major Outcomes	1. Determine current progress indicators and major outcomes for all programs in SDNAEP	✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors	\$8,050	Leadership Council	<ul style="list-style-type: none"> List of SDNAEP current progress indicators and major outcomes for all program areas 	July 2015 to Nov 2015
All Five Program Areas		2. Collaboration time for AE and PC instructors to create agreed-upon progress indicators and major outcomes for all program areas in SDNAEP	✓ Facilities ✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development Software ✓ Classroom materials	\$22,180	Leadership Council	<ul style="list-style-type: none"> Aligned progress indicators and major outcomes for all SDNAEP programs 	January 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Alignment of Progress Indicators and Major Outcomes (continued)	3. Ongoing collaboration between AE and PC instructors to review and revise indicators and outcomes	✓ Three yearly collaborative professional development meetings for a team of AE and PC Instructors	\$22,180 annually	Leadership Council	<ul style="list-style-type: none"> • Alignment of Progress indicators and major outcomes • Feedback from instructors on new aligned indicators and outcomes 	February 2016 and ongoing
ABE/ASE, CTE	Educational Pathways	1. Review all available programs in SDNAEP	✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors	\$8,050	Leadership Council	<ul style="list-style-type: none"> • List of all SDNAEP classes grouped by program area 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Educational Pathways (continued)	2. Collaboration time for AE and PC instructors to create educational pathways and to review them as they are implemented	Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ PD	\$22,180 annually	Leadership Council	<ul style="list-style-type: none"> • Number of SDNAEP educational pathways created 	Sept 2015 and ongoing
CTE		3. Offer pre-collegiate instruction in AE and collegiate at PC	✓ Three yearly collaborative professional development meetings for SDNAEP AE and PC instructors	\$22,180	Leadership Council	<ul style="list-style-type: none"> • Alignment of pre-collegiate classes at AE and collegiate classes at PC • Published list of SDNAEP aligned courses 	July 2015 and ongoing
ABE/ASE, CTE		4. Technology and class materials as needed for pathways	<ul style="list-style-type: none"> ✓ Software ✓ Classroom ✓ Materials 	\$115,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Purchase of software and classroom materials for SDNAEP AE sites and PC 	February 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Educational Pathways (continued)	5. Create transcript	<ul style="list-style-type: none"> ✓ Staffing (Data ✓ Technician) ✓ One yearly collaborative meeting for all SDNAEP Data Technicians ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of a universal transcript for SDNAEP AE sites and PC 	June 2016
ABE/ASE, CTE	Articulations	1. Evaluate current classes and programs in the SDNAEP to assess potential for articulation	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors ✓ PD ✓ Course outlines and syllabi 	\$8,050 annually	Leadership Council	<ul style="list-style-type: none"> • List of courses in priority order for articulation 	January 2016

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Articulations (continued)	2. Collaboration meetings for AE and PC instructors to review curriculum and align similar classes	✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ PD	\$22,180 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of articulations created 	February 2016-May 2016
All Five Program Areas		3. Create articulation transcript	✓ Staffing (Data Technician) ✓	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Approved transcript format for all SDNAEP AE programs to articulate with PC 	August 2015
All Five Program Areas		4. Determine academic and soft skills needed for PC	✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ PD	\$22,180	Leadership Council	<ul style="list-style-type: none"> • List of academic and soft skills for AE instruction • Integration of PC skills needed in AE core curriculum in all five program areas 	April 2016

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Course Locations	1. Co-location of classes and/or between AE and PC sites to teach pre-requisite classes required by PC	<ul style="list-style-type: none"> ✓ Facilities ✓ Staffing (instructor) ✓ Software ✓ Hardware ✓ Materials ✓ Two yearly collaborative professional development meeting for a team of AE and PC instructors to learn new curriculum 	\$30,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Enrollment in co-located classes • Number of students who transition from AE to PC 	July 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Course Locations (continued)	2. AE students take PC placement tests at AE sites through remote testing	<ul style="list-style-type: none"> ✓ Facilities ✓ Staffing (instructor) ✓ Software ✓ Hardware ✓ Two yearly collaborative meetings for AE Instructor and PC test administrator to learn how to administer PC placement assessments remotely 	\$8,050	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creating a system that allows AE students to take PC placement tests through remote testing at AE sites 	January 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Course Locations (continued)	3. Dual Enrollment	✓ Three yearly collaborative professional development meetings for SDNAEP AE and PC instructors ✓ PD	\$22,180	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • List of PC classes eligible for AE students to take • Established procedure that allows SDANAEP AE students to take classes at PC and AE at the same time • Number of students dually enrolled in AE and PC • Track student outcomes 	July 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Instructional Programs and Student Support	1. Create a college preparatory class, either as a series of workshops or as an intensive 3-week class to address key skills for college	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Curriculum development ✓ Equipment ✓ Hardware ✓ Software ✓ Books ✓ Materials 	\$26,000	EAS, PAS, VAS,	<ul style="list-style-type: none"> • Curriculum for college preparatory class • Number of students enrolled and completed • Student survey on workshops or class • Student outcomes 	July 2016
All Five Program Areas		2. Creation of an Academic Basic Skills class	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor) ✓ Curriculum development ✓ Software ✓ Hardware ✓ Materials 	\$26,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of academic basic skills classes offered • Number of students enrolled and completed • Track student outcomes 	August 2016

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Instructional Programs and Student Support (continued)	3. Coordinate support services between AE and PC	✓ Staffing (Career Education Advisor)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Increased number of students transitioning from AE to PC • Student outcome data 	August 2016 and ongoing
All Five Program Areas		4. Hire a Transition Coordinator at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (4 transition coordinators) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	\$400,000 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Transition coordinator at each AE site and PC, 12 month contract • Increase number of SDNAEP students transitioning to PC 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
TRANSITION TO WORKFORCE							
ABE/ASE, CTE	Career Pathways	1. Create a list of short-term CTE programs in the SDNAEP	✓ Two yearly collaborative professional development meetings for SDNAEP AE and PC instructors	\$8,050 annually	Leadership Council	• List of short-term CTE classes, grouped by program area	July 2015
ABE/ASE, CTE		2. Collaboration time for AE and PC instructors to create career pathways and to review them as they are implemented	✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ PD	\$22,180 annually	Leadership Council	• Number of SDNAEP educational pathways created	Sept 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Career Pathway (continued)	3. Create transcript	<ul style="list-style-type: none"> ✓ Staffing (Data) ✓ Technician) ✓ One yearly collaborative meeting for all SDNAEP Data Technicians ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of a universal transcript for SDNAEP AE sites and PC 	Nov 2015
ABE/ASE, CTE		4. Joint Advisory Meetings	<ul style="list-style-type: none"> ✓ One yearly collaborative professional development meeting with SDNAEP AE and PC instructors and local businesses to review curriculum, equipment, and materials 	\$4,060	Leadership Council	<ul style="list-style-type: none"> • Updated curriculum that matches current business standards in knowledge, skills, and certifications 	Nov 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Technology	1. Install more technology in classes so they are industry current	<ul style="list-style-type: none"> ✓ Software ✓ Hardware ✓ Tools ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Technology purchased for all AE site classrooms 	Sept 2016 and ongoing
All Five Program Areas	Student Support	1. Hire a Transition Coordinator at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (4 transition coordinators) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	Cost already accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Transition coordinator at each AE site and PC, 12 month contract • Increase number of SDNAEP students transitioning to workforce 	July 2015
All Five Program Areas		2. Hire Internship Coordinator shared between AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Internship Coordinator) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	\$100,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Internship Coordinator shared between AE sites and PC, 12 month contract 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Job Preparation	1. On-Job-Training, Job Shadowing and Internships	✓ Staffing (Internship Coordinator and job developer)	\$400,000 Annually (for Internship Coordinator position only)	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> • Internship coordinator and job developer • Number of OJTs, job shadowing and internships created • Number of students who complete OJTs, job shadowing or Internships • Number of students who find employment 	Sept. 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL TRANSITION SERVICES							
ESL	Student Accountability	1. Student contracts and portfolios	<ul style="list-style-type: none"> ✓ Staffing (ESL counselor) ✓ Three yearly collaborative professional development meetings for a team of AE and PC ESL instructors 	\$22,180	Leadership Council	<ul style="list-style-type: none"> • Aligned student contract • Student retention • Template for student portfolios • Number of student portfolios created 	Dec. 2015 – June 2016
ESL	Create Transition Process	1. Align assessments to determine advancement	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of AE ESL instructors 	\$22,180	EAS, PAS, VAS	<ul style="list-style-type: none"> • Uniform assessments to place or advance ESL students • Track students to determine if they are advancing to a higher level at a quicker rate 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL	Create Transition Process (continued)	2. Consistent Benchmarks	✓ Three yearly collaborative professional development meetings for a team of AE ESL instructors and administrators	\$22,180	EAS, PAS, VAS	<ul style="list-style-type: none"> • Aligned benchmarks to determine students' progress 	October 2015
ESL		3. Goal Setting	✓ Two yearly collaborative professional development meetings for a team of ESL instructors ✓ PD	\$8,120	Leadership Council	<ul style="list-style-type: none"> • Established goals for each ESL level • Number of students who meet goals 	July 2015 and ongoing
ESL		4. Hire ESL Counselor at each AE site, 10 month contract	✓ Staffing (ESL Counselor)	\$300,000 annually	EAS, PAS, VAS	<ul style="list-style-type: none"> • ESL Counselor at each AE site, 10 month contract 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES							
AWD	Specialized Referral System between AE and PC	1. Hiring a Special Education Counselor shared between AE sites, 12 month contract	✓ Staffing (Special Education Counselor) ✓ Counselor)	\$100,000 (annually)	EAS, PAS, VAS	• Special Education Counselor shared between all AE sites, 12 month contract	July 2015
AWD		2. Referral form for adults with disabilities	✓ Staffing (Special Education Counselor) ✓ Two yearly collaborative professional development meetings between AE and PC advisors and counselors	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	• Referral form for adults with disabilities who transition to PC	Sept 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
AWD	Specialized Referral System between AE and PC (continued)	3. Priority Registration	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) ✓ Outreach to PC 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Agreed priority registration for SDNAEP AE students who transfer to PC 	July 2015 and ongoing
AWD	Specialized Student Support Services	1. Ongoing collaboration between AE and PC counselors	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings of AE and PC Special Education Counselors and Data Technicians 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • An agreed-upon process of tracking SDNAEP students from AE to PC • Quarterly reports on transitioned AE students to PC 	July 2015 and ongoing
AWD		2. Purchase career aptitude and interest software	<ul style="list-style-type: none"> ✓ Software programs ✓ PD on how to assist students in using programs 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Purchase of licenses for career aptitude and interest tests 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
AWD	Specialized Student Support Services (continued)	3. Create “Essentials” class for adults with disabilities focusing on college success and job readiness	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor with background in working with students with disabilities) ✓ Facilities ✓ Software ✓ Hardware 	\$90,000	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creation of “Essentials” class • Number of students enrolled and completed • Number of students with disabilities who transition to PC or workforce 	January 2016
AWD		4. Create partnership with Disability Resource Center (DRC) at PC to refer students who need accommodation	<ul style="list-style-type: none"> ✓ Quarterly collaborative meetings of AE and PC Special Education Counselors 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Number of AE students referred to DRC for accommodations 	July 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
TRANSITION FOR APPRENTICESHIP							
Apprenticeship	Information	1. Contact information on training centers	✓ Staffing to create list of training centers	Costs accounted for in current structures	Leadership Council	<ul style="list-style-type: none"> List of training centers for apprenticeship programs in SDNAEP 	July 2016 and ongoing
Apprenticeship	Preparation Class	1. Creating a class preparation for trades and technology	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor) ✓ Software ✓ Hardware ✓ Curriculum development ✓ Three yearly collaborative professional development meetings of AE and PC for apprenticeship instructors 	\$50,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> Trades and technology class Number of students enrolled and completed Number of students who transition into an apprenticeship program 	July 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
COLLEGE AND JOB READINESS							
All Five Program Areas	College and Job Readiness	1. Hire a Career Education Advisor at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Equipment ✓ Hardware ✓ software 	\$400,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Career Education Advisor at each AE site and PC, 12 month contract 	July 2015
All Five Program Areas		2. Provide field trips to PC and provide PC speakers to AE programs	<ul style="list-style-type: none"> ✓ Transportation 	\$5,400 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Fieldtrips to PC • Number of speakers / College agencies at AE site • Student survey regarding fieldtrips and/or speakers • Student transitions to PC 	January 2016 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	College and Job Readiness (continued)	3. Three week workshops or class focusing on job readiness skills	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Curriculum development ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	\$2,000 (to develop curriculum and materials)	EAS, PAS, VAS, PAS	<ul style="list-style-type: none"> • Curriculum for job readiness workshops • Number of participants • Completion of student survey on workshops 	October 2015, January, 2016, February 2016, and May 2016
All Five Program Areas		4. Purchase career aptitude and interest software	<ul style="list-style-type: none"> ✓ Software programs ✓ PD on how to assist students in using programs 	\$120,000 annually	EAS, PAS, VAS	<ul style="list-style-type: none"> • Purchase of licenses for career aptitude and interest tests 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	College and Job Readiness (continued)	5. Hire a Job Developer, shared between all AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Job Developer) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	\$100,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Job Developer shared between AE sites and PC, 12 month contract • Number of job leads generated • Number of students who obtain internships and/ or employment 	July 2015
ESL	School to Work	1. Understanding world of work	<ul style="list-style-type: none"> ✓ Staffing (Job Developer, Internship Coordinator, ESL Counselor) ✓ Curriculum development 	\$5,400 (for materials and books) annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Complete curriculum on world of work for ESL students • Integrating new curriculum into core ESL classes 	October 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL	School to Work (continued)	2. Employment site visits	<ul style="list-style-type: none"> ✓ Staffing (Instructor, ESL Counselor) ✓ Outreach to businesses ✓ Transportation 	\$5,400 annually (travel costs)	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of employment visits attended • Assess students' knowledge of world of work 	Sept. 2015 and ongoing
ESL		3. Practice job interviews and job search	<ul style="list-style-type: none"> ✓ Staffing (Instructor, ESL Counselor) ✓ Outreach to businesses ✓ Curriculum development 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Hosting Q & A at AE sites • Job interviewing and job search curriculum • Integration of new curriculum into ESL core curriculum 	July 2015 and ongoing
ESL		4. ESL teachers participate in annual advisory meetings	<ul style="list-style-type: none"> ✓ ESL teacher time to attend annual advisory meeting 	\$4,600 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Participation of ESL instructors at advisory meeting • Integrating employment information into ESL curriculum 	October, 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
STUDENT SUPPORT SERVICES							
All Five Program Areas	Student Support Services	1. Provide childcare through partnerships with community, charitable organizations, or schools that teach child development	<ul style="list-style-type: none"> ✓ Partnering with a childcare agencies ✓ AE Facilities ✓ Equipment ✓ Insurance 	\$50,000 Annually	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of students who utilize childcare services • Enrollment and completion numbers for students who utilize childcare 	July 2015 and ongoing
All Five Program Areas		2. Coordination of support services between AE and PC	<ul style="list-style-type: none"> ✓ Four yearly collaborative professional development meetings of AE and PC advisors and counselors 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Student survey on quality of student support services • Number of students accessing services 	July 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Student Support Services (continued)	3. Leverage resources and services of community based organizations and state agencies for childcare, transportation, housing, learning accommodation, etc.	✓ Staffing (Career Education Advisor)	Cost already accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of community based organizations contacted • Number of partnerships formed • Amount of cash, or in kind, number donations received (scholarships, childcare, bus discounts, etc.) 	July 2015 and ongoing

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Student Support Services (continued)	4. Create a comprehensive electronic educational plan used by all AE sites and PC	<ul style="list-style-type: none"> ✓ Software ✓ Two yearly collaborative professional development meetings of AE and PC instructors, advisors, and counselors 	\$8,120	Leadership Team	<ul style="list-style-type: none"> • Comprehensive educational plan that is used by all SDNAEP AE sites 	July 2015, October 2015
CTE		5. Formalize and standardize faculty advising process	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings of AE and PC CTE instructors and counselors 	\$12,180 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Formalized and standardized faculty advisor process for CTE program 	CTE

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
EVALUATING STUDENT PROGRAM OUTCOMES							
All Five Program Areas	Evaluating Student Program Outcomes	1. Hire Data technician shared between SDNAEP AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Data Technician) ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	\$100,000 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Data Technician shared between SDNAEP AE sites and PC, 12 month contract • Creation of SDNAEP transcript 	July 2015
MARKETING ADULT EDUCATION PROGRAMS							
All Five Program Areas	Marketing AE programs	1. Hire a public Information Officer, shared between AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Facilities ✓ Staffing (Public Information Officer) ✓ Equipment ✓ Software 	100,000 annually	Leadership Council	<ul style="list-style-type: none"> • Public Information Officer shared between AE sites and PC, 12 month contract • Creation of marketing tools (print and media) 	July 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Marketing AE programs (continued)	2. Web and Social Media Master shared between AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Web and Social Media Master) ✓ Facilities ✓ Equipment ✓ Software 	120,000 annually	Leadership Council	<ul style="list-style-type: none"> • Web and Social Media Master shared between AE sites and PC, 12 month contract • Creation of website that promotes AE programs and services • Number of media hits 	July 2015 and ongoing
All Five Program Areas		3. Printed materials about SDNAEP articulation and educational / career pathways	<ul style="list-style-type: none"> ✓ Staffing (Public Information Officer) ✓ Software ✓ Printed marketing materials 	\$12,000 (marketing materials)	Leadership Council	<ul style="list-style-type: none"> • Marketing tools on SDNAEP articulation and pathways • Student survey on how students learned about SDNAEP programs and services 	April 2016

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Marketing AE programs (continued)	4. Use social media to provide information about AE and PC articulation and educational / career pathways	<ul style="list-style-type: none"> ✓ Staffing (Web and Social Media Master) ✓ Software 	Cost Accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Number of "hits" on social media (i.e. Facebook) • Student survey on how students learned about SDANEP programs and services 	August 2015 and ongoing
All Five Program Areas		5. Familiarize adult students with opportunities offered at PC throughout their time at AE sites	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings of AE and PC staff ✓ Curriculum Development ✓ PD 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Curriculum that describes SDNAEP programs and services • Integration of curriculum in all AE and PC classes 	August 2015

Table 3.1: Implementation strategies to create pathways, systems alignment and articulation among consortium participants							
Program Area	Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Marketing AE programs (continued)	6. Focused outreach and marketing programs to special populations: Native Americans, parolees, individuals in poverty, and foster teenagers who are being transitioned out of foster homes	<ul style="list-style-type: none"> ✓ Staffing (Public Information Officer, Career Education Advisor) ✓ Marketing tools 	\$12,000 (marketing materials)	Leadership Council	<ul style="list-style-type: none"> • Increase in the number of special population adults (Native Americans, parolees, etc.) in SDANEP programs • Student survey to determine how they learned about AE programs in SDNAEP 	Nov 2015 and ongoing

OBJECTIVE 4: PLANS TO ADDRESS THE GAPS IDENTIFIED

Plans to address the gaps identified pursuant to paragraphs (1) and (2).

Synopsis: Identified gaps are categorized into twelve themes. Specific strategies are provided to address each theme.

An analysis of information from two regional summits, surveys of faculty, students, and business, along with performance data from SDNAEP member programs identified gaps in both programs and services that need to be addressed.

The identified gaps were organized by the following themes:

1. Loss of Capacity to Serve Adult Learners
2. Lack of Access to Adult Education Programs and Services
3. The Need for Student Support Services to Address Barriers To Learning
4. Student Support Services to Assist in Identifying Educational
5. Student Data Collection and Analysis
6. Awareness and Perception of Adult Education Programs
7. Job Readiness and Workplace Behaviors
8. Academic and Study Skills
9. Transition from Adult Education to Palomar College
10. ESL Transition Process from AE to Higher ESL Levels and Workforce

11. Programs and Services for Adults with Disabilities

12. Standard Basic Skills Assessment for Apprenticeship Program

Using the agreed upon organizational model, each of the members of SDNAEP will be responsible for providing solutions to the gaps identified within these themes. Program Area Councils will be involved in planning and implementation with a focus on each program area. These PACS will help implement the plan and provide continuous improvement in dialogue with the Leadership Council. During the planning process, the AB 86 Project Manager and AB 86 Administrative Assistant will manage day to day activities and organize meetings and communications to ensure that planned activities to report progress to SDNAEP members and the CCCCCO.

This plan to reinvent adult education in North Inland San Diego County through SDNAEP requires funding beyond maintenance of effort. In some instances, additional equipment, computers and software will be required. Facilities will be provided by SDNAEP program members. The resources needed in most cases are funding for additional teachers and for student service providers including Transition Program Coordinator, Career Education Advisor, ESL Counselor, Special Education Counselor, and an Internship Coordinator (shared among all sites) Job Developer (shared among all sites). Funding will also be required for infrastructure personnel, includes a Data Technician and Social Media Master for each site and a Public Information Officer to serve all SDNAEP member organizations. The coherent, systematic delivery of programs and services provides economy of scale, addresses unmet needs with high quality services and programs for significantly more adults. The intent is to provide “no wrong door” for adult students to engage in the best available education and training for further education and/or employment.

A narrative description of the identified themes is provided below. Implementation steps, personnel and resources required and a timeline for each is included in Table 4.1

Loss of Capacity to Serve Adult Learners

Currently, SDNAEP is only able to serve in 2013-2014, 4.4% of the need for programs in basic skills, 2.2% in ESL, less than one percent in Adults with Disabilities, and 2.6% in Career Technical Education. (AB86 Planning Demographic Data).

It is critical that SDNAEP develop the capacity and resources to create new programs and also to rebuild AE programs and services that were eliminated or reduced due to budget loss. Part of this effort is reaching out to governmental organizations, and community based organizations to leverage resources and services.

Increase Student Access to Adult Education Program and Services

Many of the remote regions in the SDNAEP (Fallbrook, Julian, Ramona, Valley Center, and Warner Springs) do not have access to Internet due to limited cell sites, satellites, and related high cost of cable and Internet services. If a family does have access to the Internet, most likely it is a “dial-up” rather than cable or a direct service line. This makes the delivery of on-line learning challenging, if not impossible in these locations.

It comes to no surprise that the student survey from the outlying areas indicated that the largest barriers to education among community members are distance and transportation. For a student from Julian to drive to Escondido, (assuming they own a car; which most do not) it would be 40 miles and approximately two hours of driving time, in addition to in class time to participate in adult education. Respondents indicated that the average distance that they could travel for class is between 4 to 11 miles. Public transportation is extremely limited in these remote areas. Additionally, the community survey revealed that job schedule (60%), childcare (30%) and transportation (40%) created the strongest barriers preventing them from attending school.

Student surveys reported that job schedule (44%) and childcare (30%) created the most significant barriers to attending school. In response to these findings, several strategies were created to increase students' access to programs and services within the SDNAEP:

- Increase capacity by holding classes in the neighborhoods of the remote regions in SDNAEP and/or by providing access to technology for webinars and online instruction at sites in nearby locations.
- Contact local internet providers to obtain discounted internet services for students.
- Negotiate discounted transportation for students through North County Transit District (NCTD) or by creating partnerships with local school districts who have buses.
- Explore providing transportation options.
- Explore providing free or low-cost childcare
- Create more offerings of AE classes with flexible times and days.

Student Support Services: Barriers to Learning

The data revealed the unmet need for two distinct types of student support services: removing barriers and increasing access to learning and helping students identify appropriate educational or career goals. To improve access to educational programs, the following strategies are proposed:

- Develop stronger partnerships with community based organizations and state agencies. Creating partnerships with community organizations to access resources for childcare, transportation, job coaching, accommodations for disabilities, housing, financial aid, scholarships for books and licensing fees, etc. is an important step to leverage funds and remove barriers that prevent students from succeeding in school or work.
- Offer free or low cost on-site childcare services for students attending school. The student survey does support a need for childcare services as 26% of students indicated that childcare was a barrier. Furthermore, 30% of the community indicated that childcare was a barrier as well.
- Develop and implement a comprehensive educational plan. It is important to for students to have a comprehensive educational plan that lists the steps needed for students to reach their goal. An electronic version of an educational plan that is comprehensive and used by all AE programs within the SDNAEP ensures 1) students know what classes they must take to reach their goal and 2) students will no longer have to retake classes or placement tests because their educational plan will travel with them from school to school.

- Coordinate support services between AE and PC. In order to provide support services to students, we need to coordinate them (i.e. accommodations, preparation classes for taking placement tests, career exploration focusing on degrees, etc.) among all AE sites and PC so that we are leveraging them and making sure the available resources match the need of the students.
- Build a portal of community resources for North County. The internet has turned into a source of information. This is a great advantage for our students who often need assistance in connecting with the right agency for support. Creating an electronic database of the many community-based, city and state agencies that provide support in different areas can help us connect students to the support they need. This electronic list of community resources will be posted on our website, or in brochures and orientation PowerPoint slides.
- Establish a partnership with Health and Human Services (HHSA) and the Career Centers in order to refer students if needed.
- Identify student needs during the orientation process. Most programs require students to attend an orientation (Medical, Business, and ESL). During these orientations, students have the opportunity to meet with a coordinator/advisor to review their goals and discuss the program and requirements.
- The orientation provides an opportunity for students to share their needs or concerns regarding attending school. This knowledge can help us identify support needed before the student even starts school increasing a positive outcome of completing a class.
- Provide PD for all teachers and staff at both AE and PC regarding available student services in the SDNAEP. The teachers and staff have more contact with students than any other position. They often provide students with information related to programs and services. Creating a PD for AE and PC teachers and staff to learn about all the programs and services available within the SDNAEP ensures information provided to students is accurate. This is especially important since the student survey revealed that 41% of students were unaware of programs and services in the SDNAEP. Furthermore, the community members indicated that 43% had no knowledge and 57% had a little knowledge about job training and AE programs in their community.
- Offer laptops or tablets for students to check-out. As many of our students do not own a laptop or tablet, having them available through a check-out system can increase students' access to curriculum and assignments. This can accelerate a student's progress toward reaching their goals.

Student Support Services: Identifying Educational or Career Goals

In addition to removing barriers to access, students need guidance in choosing an appropriate educational or career goal that matches their strengths, interests and timeline. Effective counselling also reduces dropout rates as students are placed in the appropriate program based on their current needs. Strategies to address this gap include:

- Hire a Career Education Advisor. This position is the heart of student support services. A detailed job description is available in Table 16 (See page 135). The student survey revealed that 78% of students had not met with a school counselor, but 35% of students want career counseling and/or academic counseling (29%).
- Create a system through which students can access the Career Education Advisor via phone or email. Advisors can have an open hour that varies throughout the work week to be available to students via phone or email. Additionally, the advisor's schedule should be varied so the morning, afternoon and evening students can have access to counseling if needed.
- Create a policy that mandates new students to meet with the Career Education Advisor as part of the registration process, in order to create their education plan.
- Provide PD for the AE and PC Career Education Advisors/counselors focusing on CTE programs. As the advisors and counselors are guiding students in developing their goal, it's important they have accurate information about CTE programs including career and educational pathways; articulation agreements; and labor market and industry trends.
- Purchase career and interest assessments that are agreed upon and used by all AE sites. Researching aptitudes and interests allows students to make career decisions based on knowledge, rather than randomly picking a career. This will increase students' successful completion of their chosen career path.

Student Data Collection and Analysis

The AE sites and PC use a number of different data systems, not all of which are commonly found. The lack of uniformity in data systems and metrics is an obstacle for partners to communicate in order to compare data or to determine the quality of programs and services across SDNAEP.

Adding to the challenge is the inconsistency in data reports generated by AE sites and PC. This has a direct impact on students, since it makes it difficult to track student outcomes and follow-up with students who have transitioned to PC or the workforce.

Also, every AE program uses different assessments to track student entry, progress and exit from a program. Student service providers and program administrators are thus unable to compare “apples to apples” in assessing individual student progress and program outcomes. Creating a comprehensive data collection and analysis system will better serve students; eliminate the confusion and create clear and accurate data reports that represent the quality of our programs and services. The following strategies will be employed to remedy these gaps:

- Hire a Data Technician. This was position was described in Objective #2 (See Table 16 on page 135).
- Provide collaboration time for AE and PC data technicians, teachers, and administrators on interpreting data.
- Create a comprehensive data collection and analysis system that is used by all AE sites and PC. Although, every school uses a different software program to manage student data, we can still determine areas needing to be assessed; data points in common that can track students, and identify which data determines quality of program (completion rates, persistence, rate, certificate earned, etc.). In this first step, AE and PC administrators and data technicians need to collaborate to identify student data software programs currently being used.
- Determine areas needing to be assessed. Areas could include program placement, progress, completion, retention, persistence and transition.
- Determine data points in common to track students moving through a program.
- Create a comprehensive process and procedure to collect, compare, and collaborate around data.
- Establish a data system between AE and PC so that student transition data is accessible to administrators.

Awareness and Perception of Adult Education Programs

The findings from the data were very clear that teachers and staff believe there is little awareness among the community and local governmental and nonprofit organizations about AE programs and services. This is supported by the community survey which revealed that 57% of community members know a little about job training and AE education opportunities in the community and 43% know nothing.

Additionally, teachers and staff believe that the perception of enrollment in an AE class is not positive among stakeholders including community members, high schools teachers and administrators, and certain community based organizations. This negative view impacts enrollment and also the perceived value of the AE credentials and certificates. Thus, there is a need to create a marketing plan to increase awareness and change the perception of AE in the SDNAEP.

Many counselors at PC have extensive knowledge regarding the academic programs. However, they have only a little knowledge about CTE and apprenticeship programs

Strategies to address these gaps are listed below:

- Hire a Public Information Officer. This position will focus on marketing AE programs and services as described in Table 16 on page 135.
- Hire a Web and Social Media Master. This position will focus on maintaining the website and ensuring accurate information about AE programs and services as described in Table 16.
- Use social media. Many people access information by reviewing websites, Facebook, and Twitter or through “pop up” adds on popular websites. Having information about AE programs and services available on these type of social media can increase our outreach to the community. Additionally using television and radio can further enhance the image of AE.
- Provide stakeholders (students, teachers, community members, community based organizations, businesses, etc.) with marketing information including brochures, posters and flyers. Participate in community events to provide information on AE and attend high schools during career day or for job interviewing practice.

- Create marketing tools (brochure, newsletter, flyer, etc.) that clearly define the difference between AE and PC. Highlighting the vertical connections through articulation agreements and career/education pathways can indicate the quality of both AE and PC programs. Additionally, success stories of AE alumni who continued to college or found desired employment can promote adult education enrollment and the value of student credentials in the community and workplace.
- Ensure that all marketing tools are translated in all the languages of our community.
- Focused outreach and marketing to special populations including disability, poverty, and foster kids who are being transitioned out of homes. This is the SDNEAP group of greatest need.
- Increase coordination with high schools to create a system of transition for young adults into AE. Perhaps AE can host an assembly or rally to communicate about AE programs and services.
- Improve industry and PC connections through onsite tours, guest speakers and fieldtrips.
- Educate teachers, staff and students about SDNAEP programs and services. Hold quarterly meetings with AE and PC to review programs and services. Schedule fieldtrips to other AE and PC sites will be organized as well. Students rely on teachers or staff for accurate information on programs or services.
- Create a comprehensive online and printed reference guide about programs and services in the SDNAEP area. Most students are unaware of the partnership between AE and PC. Online and printed brochures, flyers and posters can also help students make informed choices regarding their education.
- Meet with state legislators and their staff in Sacramento to discuss the issue of improving marketing of public education to make public adult education competitive with aggressively marketed and more costly for profit private colleges.
- Provide professional development to AE and PC Career Education Advisors and counselors regarding the apprenticeship program.

Job Readiness and Workplace Behaviors

Both AE (52%) and PC (44%) students indicated on the student survey that they need job placement services. Job placement is not available from any AE provider in this region. To remedy this, the following strategies will be used:

- Hire a Career Education Advisor. A Career Education Advisor can assist students in completing their educational plan. This position is fully described in Objective #3, Table 16.
- Hire a Job Developer. This professional will make industry connections and find job openings for students. Furthermore, the Job Developer would share research on current and future labor market and economic trends with all instructors and staff. This position is fully described in Objective #3, Table 16.
- Offer a series of workshops focusing on job readiness skills and workplace behaviors. Workshops focusing on job readiness skills (resume writing, interviewing, negotiating salary, find job openings, completing applications, etc.) will foster successful employment and increase student retention in programs. Information will help to align curriculum with workplace needs. Require students to complete these workshops before earning their certification to ensure successful job placement in the field.
- Hire an Internship Coordinator to create on- the job-training (OJT), job shadowing and internships opportunities for students. The opportunity for students to apply what they have learned in the classroom to the actual work setting provides invaluable experience and reinforces classroom instruction. It also increases student confidence in their readiness for work. The Job Developer and Internship Coordinator will reach out to the business community, in all five program areas, to begin developing these relationships. This position is fully described in Objective #3, Table 16.
- Offer PD to AE and PC instructors focusing on job skills and workplace behavior lesson plans that can be integrated into the core curriculum. Teach instructors about industry requirements for the particular hard and soft skills important in each field.
- Encourage employers to create incentives for employees who gain or improve their job skills through education. This will build enrollment and also promote awareness of the availability and value of adult education programs as a service to both employers and employees.
- Seek out employers to determine the need to create Vocational English as a Second Language (VESL) programs.

Academic and Study Skills

Strong basic skills in reading, writing and math and in study skills are essential to being successful in college and the workplace. The survey and focus group meetings indicated that many adult learners do not have a strong foundation in either academic or study skills. In fact, students who transition to PC are often required to take remediation

classes for the first year. This lengthens students' time in completing a program or earning a certification in their chosen career path and subsequently increases program and student costs and limits access to other students. An extra year of remediation can make it challenging or impossible for students to complete their educational or academic goals. To address this, the following strategies will be used:

- Provide mini workshops on college readiness. A series of workshops that focus on test taking, note taking, studying, asking for help, reviewing books for key themes, etc. are invaluable to a student who is entering PC for the first time.
- Offer micro basic skills class. Many students don't have a solid foundation in reading, writing and math. These three basic skills are necessary to succeed in postsecondary education and the workforce. Providing students with the opportunity to review, enhance, or learn these type of basic skills in an intense format will increase a student's probability of succeeding at PC. Instruction will rotate schedule times throughout the year.
- Develop and offer college readiness curriculum that can be incorporated by teachers in all programs areas.
- Establish a tutoring center that is available for all students. Centers can provide "just in time" tutoring by an instructor to enable a student understand a specific concept or to learn a new strategy to complete assignments. This could close gaps in student learning and increase course retention.
- Provide stipends for retired instructors, or solicit volunteers, to provide tutoring services to minimize costs of tutoring centers and extend coverage for students.
- Provide professional development to teacher in order to implement effective acceleration strategies for students so that students are "front loaded" with the knowledge necessary to master a specific lesson.

Transition from Adult Education to Palomar College

Currently, there is no transition process for students. After students leave AE, no one is available to advise them on how to transition to PC. Creating a comprehensive and uniform transition system solves this problem and will increase the successful transition for students.

- Hire a Transition Coordinator. This position is fully described in Objective #3, Table 16.

- Offer priority registration for AE students. Create an agreement with PC that gives transitioning AE students priority registration.
- Schedule fieldtrips and college speakers.
- Create more articulation agreements between AE and PC. The strategies to create articulations are described in Objective #3, Table 3.1.
- Develop more career and educational pathways to align the programs of study between AE and PC. The strategies to create career and educational pathways are described in Objective #3, Table 3.1.
- Co-locate classes and/or teachers between AE and PC as described in Objective #3.
- Offer remote testing to students. Allow students to take PC placement math, writing, and reading tests at AE sites through remote testing.
- Formalize collaboration among SDNAEP institutions. Hold quarterly meetings to discuss student transition issues as well as to strategize follow-up with students who have transitioned to PC.
- Provide professional development for teachers. The PD will focus on skills needed to be successful at PC.
- Provide career interest and aptitude testing. These assessments can assist students in choosing an appropriate academic or career goal. Many students blindly choose a series of classes or pick a particular program based simply on class availability. A valid, reliable, researched measure of student interests and skills can enable students to choose the best AE and college programs for them, and will increase their probability of completing and earning a certificate.
- Provide workshops on college readiness. A series of workshops that focus on test taking, note taking, studying, asking for help, reviewing books for key themes, etc. are invaluable to a student who is entering PC. Ideally, one or all of the workshops on college readiness will be taught by a PC teacher at each AE site.
- Increase dual enrollment opportunities for students as described in Objective #3.

ESL Transition Process from AE to Higher ESL Levels and Workforce

Language acquisition takes time and practice. Therefore, ESL students, who enter the program at the lowest level, are likely to take a lengthy period of study before they are proficient in reading, writing and speaking English. Identifying the appropriate ESL level

for students during the orientation process is important for accurate placement and most efficient progress in the program. If a student is placed in a class that is too hard or too easy, they can become frustrated at the program and dropout. Furthermore, incorrect placement can lead to a longer path of classes than needed, taking up valuable student and instructor time and limiting access to other students.

On a different note, the business survey revealed that the skills most employees and job candidates lack were in technology (80%). So, today's students have to learn the core and technology skills to be competitive in the workforce. This is a special gap for many ESL students who do not have access to a computer, tablet or iPad. For many, their only opportunity to use this such technology is in school. Increasing student access to technology in school is required to make them competitive in the workforce.

To address these two topics for ESL learners, the following strategies are planned:

- Establish uniform entry and exit benchmarks for students at each ESL level.
- Identify pre-literacy students by assessment and provide specialized instructional programs. Students that score at the pre-literacy level need more support and attention before they can move on to the beginning ESL levels.
- Create a survey to assess student needs for supportive services during the ESL orientation process. Determining student needs before the start of class will allow us to provide the necessary support immediately, rather than waiting until the student feels frustrated or drops out of the program.
- Hire an ESL Counselor. The job description for this position is described in Table 16 on page 135.
- Create ESL curriculum focusing on the world of work. Although job readiness skills and transition from school to work is also under the "All Programs" section, one important aspect pertains only to ESL students. Many ESL students have never worked in America. Learning about the work culture, ethics, procedures, and laws is important so that ESL students feel confident when they are beginning the transition from school to work. Incorporating these concepts into the core curriculum in all levels of ESL will better prepare students for job search and employment.
- Integrate job readiness and workplace behaviors in ESL instructional strategies in the core curriculum.

- Integrate college preparation curriculum in the intermediate and advanced ESL curriculum.
- Schedule fieldtrips and college speakers to maximize exposure to postsecondary education.
- Provide workshops on college readiness.
- Establish partnerships with other agencies to share computer lab space at low cost will give students more access to interact with technology. The shared computer lab could be mobile and travel to students.
- Create a check-out system for students to borrow tablets or laptops on a short-term basis.

Programs and Services for Adults with Disabilities

Currently there are only three non-credit classes for adults with disabilities in the SDNAEP. There clearly is a need to increase class options as indicated by the large number of adults with disabilities (99%) who did not receive services in the SFY 2013-2014 (See Figure 15). To address this gap, the following strategies will be employed:

Programmatic Strategies

- Require designated funding for students with disabilities at all AE sites, to provide accommodations and specialized services.
- Create work-based learning programs to provide adults with disabilities an opportunity to “test-drive” a career. This program can will also help to determine if a student is ready to work; if the job is an appropriate career choice for the student; and whether any accommodations are needed to perform essential functions of the job, and
- Collect more information about apprenticeships that could provide appropriate accommodations for those with disabilities.
- Create an Essential Skills class. Adults with disabilities will benefit from taking a “Essential Skills” class that focuses on the basics of completing forms; learning how to study and prioritize; preparing for an interview and how to discuss needed accommodations; understanding how their disability can create challenges; strategizing how to persist toward their goals rather than stopping, and also evaluating their emotional and academic readiness.

Student Support Service Strategies for Those with Disabilities

- Hire a Special Education Counselor. As described in Table 15, a Special Education Counselor specializing in working with adults with disabilities will offer many support services including assessing needs and accommodations, educating teachers, staff and employers about the needs of adults with disabilities, and helping students through the transition process to PC.
- Collaborate with both AE and PC counselors to provide accommodations. Regardless of the academic or career goals, all students with disabilities will need support and often specific accommodations to succeed in the classroom and/or in the workforce. The ongoing collaboration between specialized counselors who work with adults with disabilities at AE and PC is important to ensure the continuous support, accommodations, and education for teachers, staff and employers related to working with adults with disabilities.
- Create a specialized referral form for adults with disabilities. Students with disabilities will be provided the necessary accommodations in order to access the assessment materials and understand the directions and questions needed to be answered. Establishing a uniform procedure for all AE and PC students to request, receive and implement accommodations will ensure that students with disabilities' needs are met.
- Establish partnerships. State Department of Rehabilitation (DOR) and Disability Resource Center (DRC) at Palomar College can provide assessment, support services, programs, and accommodations for students with disabilities.
- Provide career interest and aptitude testing and related counseling. Although we have already described Community College Readiness under "All Programs", adults with disabilities need additional counseling services to identify appropriate career goals that they are physically and emotionally able to perform. Knowledge about the impact of certain disabilities on learning, stamina, and other types of health issues is important to understand and to be able to have open dialogue with students with disabilities. This involves analyzing interests, aptitudes, and nature of disability when making decisions about educational or career goals.
- Establish a referral process for DOR, DRC, K-12 districts, and for schools that have no services for adults with disabilities
- Create an informal assessment to determine students with disabilities' needs. Many students may appear to have a disability creating a barrier to learning, but no official medical record is available to confirm. Creating an informal assessment to determine students' needs can allow us to refer students to either DOR or DRC for assessment.
- Create an addendum for students needing accommodations on the SDNAEP Educational Plan

- Establish a liaison with Veteran's Affairs. Many veterans have acquired a disability in service and need access to educational and vocational programs
- Offer a "Drop in Day" for adults with disabilities to learn about our programs and to register for classes

Standard Basic Skills Assessment for Apprenticeship Program

The placement tests for apprenticeship programs are challenging and competitive. Basic skills in reading, writing and math are common barriers for acceptance into a program. Competency in specific industry skills such as construction math is also important. To address these needs the following strategies will be implemented:

- Provide AE and PC apprenticeship instructors' collaboration time to create a uniform basic skills assessment. Teachers will determine the criteria of what score is proficient.
- All students interested in an apprenticeship program will be required to take an assessment to verify they have the skills necessary to succeed in an apprenticeship.
- Create a preparation class for trades and technology. The preparation class for trades and technology class will focus on basic reading, writing and math skills specific to an industry; review labor market and employment trends regarding the construction industry; and prepare for the entry exam for apprenticeship programs.
- Students who do not meet the uniform basic skills proficiency criteria will be directed to take this preparation class (as described in Objective #3, Table 3.1) in order to increase their basic skills.

Summary of Objective #4

In summary, the SDNAEP has thoughtfully identified gaps and the strategies to address them, according to theme topics. Input from community members, business and industry, instructors, students and administrators have both demonstrated the needs in the SDNAEP and have been vital in generating remedial strategies. What remains is the need for funding for the staff, equipment and infrastructure to provide them, in order to reinvent adult education in this region and provide taxpayers with the comprehensive and efficient adult education programs and services they deserve.

AB 86 enables the partnership, that is SDNAEP, and we recognize that this collaborative alliance between school districts and community college now provides the power to accomplish all of the strategies listed here to enable adults to either find gainful employment or to pursue higher education.

Table 4.1 below provides a timeline and outlines the resources, costs, responsible parties for each of the theme areas described above.

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ALL PROGRAM AREAS						
Insufficient class offerings to meet population needs	<p>Prioritize types of courses and locations for each of these programs to increase AE offerings in phases, over time.</p> <p>Increase number of course offerings, accordingly.</p>	<ul style="list-style-type: none"> ✓ Funding ✓ Additional instructional staff ✓ Facilities to house classes ✓ Online resources to offer distance learning 	\$3,000,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • New courses, or re-instituted courses in all five program areas • Outcome measures for each class (enrollment, attendance, placement etc.) 	<p>Phase 1 in July 2015</p> <p>Phase 2 and 3 in 2015-16 and 2016-17, respectively</p>

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student access to programs and services in the SDNAEP	Provide classes in remote rural areas to mitigate lack of transportation and unavailable internet connections in areas.	<ul style="list-style-type: none"> ✓ Funding ✓ Facilities ✓ staffing ✓ Equipment ✓ Computer hardware and software 	Leadership Council will research (needs for each site vary)	PC	<ul style="list-style-type: none"> • Number of new classes developed in outlying areas • Student enrollment and outcomes • Transition to work/ higher education 	July 2015 and ongoing
Limited student access to programs and services in the SDNAEP (continued)	Expand online learning infrastructure	<ul style="list-style-type: none"> ✓ High speed internet connection ✓ Computers ✓ Software programs for online instruction ✓ Web portal ✓ Video cameras ✓ Professional development 	Leadership Council will research (needs for each site vary)	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Infrastructure available • Five new courses per year offered on/line or blended with on-site instruction • Increased enrollment and completion • Course evaluations 	Infrastructure in place 6/2016 Professional Development 7/16 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Discounted student internet access	✓ Outreach to cable companies	Provided with existing structures	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Increased number of students with internet access 	December 2015 and ongoing
Limited student access to programs and services in the SDNAEP (continued)	Decrease transportation costs for students	<ul style="list-style-type: none"> ✓ Outreach to North County Transit District for adult student discounts ✓ Explore local districts to share existing district bus resources with adults 	\$60,000	EAS, PAS, VAS	<ul style="list-style-type: none"> • Students with bus discounts • Adult students using district buses • Attendance • Program retention 	July 2015 and ongoing
	Explore free or low cost shuttle service from public transit to school/college sites.	✓ Shuttle vans	\$50,000 annually	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Students using shuttle • Class attendance and completion 	July 2016
	Provide childcare through partnership with community, charitable organizations, or schools that teach child development	<ul style="list-style-type: none"> ✓ Partnering with a childcare agencies ✓ AE facilities equipment insurance, funding for childcare 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of students who utilize childcare services • Enrollment and completion numbers for students who 	July 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
					utilize childcare services	
Limited student access to programs and services in the SDNAEP (continued)	AE classes with flexible times and days (to coincide with the free shuttle or bus schedule)	<ul style="list-style-type: none"> ✓ Staffing ✓ Facilities ✓ Software ✓ Hardware 	Leadership Council will research (needs for each site vary)	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Increased class offerings with flexible times and days • Enrollment and completion outcomes 	July 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student support services to reduce barriers and increase access	Leverage resources and services of community based organizations and state agencies for childcare, transportation, housing, learning accommodations, etc.	✓ Staffing (Career Education Advisor and ESL Counselor, Special Education Counselor)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of community based organizations contacted • Number of partnerships formed • Amount of cash, or in kind, number donations received (scholarships, childcare, bus discounts, etc.) 	July 2015 and ongoing
Limited student support services to reduce barriers and increase access (continued)	Create a comprehensive, student electronic educational plan used by all AE sites and PC	<ul style="list-style-type: none"> ✓ Software, ✓ Twice yearly collaborative professional development meetings of AE and PC instructors and counselors. 	Cost accounted for in table 3.1	Leadership Team	<ul style="list-style-type: none"> • Comprehensive Educational plan that is used by all SDNAEP AE sites and PC 	October 2015

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Coordinate support services between AE and PC	✓ Collaboration time for AE and PC advisors and counselors, four times per year	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Student survey on quality of student support services • Number of students accessing services 	July 2015 and ongoing
	Web portal of community resources for the SDNAEP	✓ Staffing (Career Education Advisor, Special Education Counselor, ESL Counselor, Web and Social Media Master) ✓ Software ✓ Hardware	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of a portal of community resources in the SDNAEP • Student retention and completion 	January 2016
Limited student support services to reduce barriers and increase access (continued)	Partner with HHSA and the Career Centers to provide counseling and placement assistance	✓ Partner agreements ✓ Staffing: (Career Education Advisor, Special Education Counselor, ESL Counselor)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Established partnership with HHSA and Career Centers • Counts of students using services 	November 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Identify student needs during the orientation process	<ul style="list-style-type: none"> ✓ Online checklist of student needs ✓ Three yearly collaborative meetings between AE and PC instructors and advisors 	\$22,180	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Student needs survey • Referrals to supportive services • Program retention and completion 	August 2015 and ongoing
Limited student support services to reduce barriers and increase access (continued)	Increase AE and PC staff awareness of available school and community support services at all sites	<ul style="list-style-type: none"> ✓ PD for instructors, counselors, and staff at AE and PC, three times per year ✓ Online directory of services 	\$22,180	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Survey of instructors and student services staff's knowledge of available services • Numbers of students accessing services 	February 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Provide laptops / tablets for loan to students	<ul style="list-style-type: none"> ✓ Equipment ✓ Software Programs 	\$40,000	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of laptops or tablets available • Number of students who check out devices 	July 2016 and ongoing
Limited student support services: Identifying educational and career Goals	Hire Career Education Advisor at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Career education advisor at each AE site and PC, 12 month contract • Student retention and completion • Student transition to higher education 	July 2015
	Access Career Education Advisor via phone or email	<ul style="list-style-type: none"> ✓ Staffing (career education advisor) ✓ Designated available hours for student access via phone and email 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Student retention and completion • CTE certificates • Transitions to higher education 	July 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Require new students to meet with the Career Education Advisor to create career educational plans during registration process	✓ Staffing (career education advisor)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Policy in place • Percentage of students registered with educational plans • CTE certifications 	December 2015 and ongoing
Limited student support services: Identifying educational and career Goals (continued)	PD for student services staff on CTE programs, pathways, articulations, labor market and economic trends	✓ Two yearly PD for advisors, counselors, internship coordinators and job developers	Cost accounted for in table 6.2	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • PD completed • Student surveys indicating knowledge of programs • Students completing CTE programs, pathways, articulations 	April 2016
	Provide career aptitude and interest software programs	<ul style="list-style-type: none"> ✓ Software programs ✓ PD on how to assist students in using programs 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Purchase of licenses for career aptitude and interest tests 	July 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student data Collection and Analysis	Hire a Data Technician at each AE site and PC, 12 month contract	✓ Staffing (Data Technician)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Hiring of a Data Technician at each AE site and PC, 12 month contract • Quarterly reports on student progress at each site 	July 2015
Limited student data Collection and Analysis (continued)	Identify and compare data collection software used in all AE programs to streamline and share information	✓ Three yearly collaborative meetings for AE and PC Data Technicians and administrators	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • List of data software programs used by all AE sites and PC 	July 2015
	Workshops for Data Technicians and administrators on interpreting data	✓ Three yearly collaboration meetings for AE and PC Data Technicians and administrators	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Comprehensive and uniform procedures for interpreting student data • Quarterly regional student data reports by all member districts 	February 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Identify data to be assessed (program placement, progress, completion, retention, transition) vertically, and horizontally, across institutions	✓ Three yearly collaboration meetings for AE and PC Data Technicians and administrators	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • List of common areas to be assessed and common software to share information 	March 2016
Limited student data Collection and Analysis (continued)	Determine Data Points in common to track successful student progress through a program	✓ Two yearly collaboration meetings for AE and PC Data Technicians and administrators	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Data points identified 	June 2016
	Create a comprehensive process and procedure to collect, compare, and collaborate around data.	✓ Three yearly collaboration meetings for AE and PC Data Technicians and administrators	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Agreed upon process and procedures to collect, compare and collaborate around data 	September 2016 and ongoing
	Establish a data system between AE sites and PC so that transitioned student data is accessible to administrators	<ul style="list-style-type: none"> ✓ One yearly collaboration meeting for a team of Data Technicians ✓ Hardware and software programs ✓ PD 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Common data system that "houses" all student data • Records of transition to PC or workforce 	November 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited awareness of Adult Education programs	Hire a Public Information Officer shared between all AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Public Information Officer) ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Hiring of Public Information Officer • Creation of marketing tools (print and media) • Increase in student enrollment 	July 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited awareness of Adult Education programs (continued)	Hire a Web and Social Media Master shared between all AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (web and Social Media Master, Public Information Officer) ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Hiring of Web and Social Media Master shared between all AE sites and PC, 12 month contract • Creation of website that promotes AE programs and services • Number of media hits • Portal for student support service resources • Links with shared documents 	September 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited awareness of Adult Education programs (continued)	Use social media including “pop up” adds on Google, Yahoo or other social media websites	✓ Staffing (Web and Social Media Master)	\$3,000 annually	Leadership Council	<ul style="list-style-type: none"> • Advertisement using social media • Student survey on where they learned about AE • Increase in enrollment 	July 2015 and ongoing
	Outreach to educate Stakeholders	<ul style="list-style-type: none"> ✓ Staffing (Public Information Officer, Web and Social Media Master) ✓ Marketing and advertising resources ✓ Facilities ✓ Equipment ✓ Software 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Student survey on how they learned about AE programs, • Number of events AE participates in to market programs 	October 2015 and ongoing
	Create marketing tools that explain the roles and resources of AE and PC and delineate their functions	<ul style="list-style-type: none"> ✓ Marketing and advertising ✓ Facilities ✓ Equipment ✓ Software 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Marketing tools, brochures, public advertising spots, and logos 	October 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited awareness of Adult Education programs (continued)	Ensure that all marketing tools are translated into all the languages of our community	✓ Translator services	\$3,000	Leadership Council	<ul style="list-style-type: none"> • All marketing tools are translated in all languages of the SDNAEP community 	January 2016 and ongoing
	Provide marketing programs targeted to special populations: disability, poverty, incarcerated adults transitioning from prison, Native Americans and foster youth transitioning to independent living	<ul style="list-style-type: none"> ✓ Staffing (Public Information Officer, advisors, counselors) ✓ Marketing tools ✓ Information on needs of each group and best outreach strategies for each 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Student survey reports on their sources of information about AE programs • Increased enrollment of special population adults 	January 2016 and ongoing
	Increase coordination with high schools to transition students into AE	✓ Staffing (Career Education Advisor)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of referrals from high schools to AE • Increased enrollment • Student outcome data 	July 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited awareness of Adult Education programs (continued)	Improve industry and PC connections through onsite tours, guest speakers and fieldtrips	<ul style="list-style-type: none"> ✓ Staffing ✓ Transportation ✓ Outreach to make industry connections 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of industry tours • Count of guest speakers from industry and PC at AE sites • Internships • Job placements • Equipment and supply donations 	October, 2015 and ongoing
	Educate staff and students about the career and academic opportunities available in the SDNAEP	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings of a team of AE and PC instructors, advisors, and counselors 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Instructor and staff and student surveys of knowledge of career and academic opportunities available in SDNAEP 	March, 2016 and annually

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited awareness of Adult Education programs (continued)	Reference guide about programs and services offered in SDNAEP for AE and PC staff and instructors	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings for a team of AE and PC advisors and counselor ✓ PD ✓ Website publication ✓ Duplicating services 	Cost accounted for in table 3.1	Leadership Team	<ul style="list-style-type: none"> • Reference guide for AE and PC staff online and in hard copy to use to assist students • Completion of student survey regarding how they learned about AE classes and programs • Retention and completion data • PD 	January 2016
	Provide information to legislature on cost/benefit of marketing public adult education, vs private colleges	<ul style="list-style-type: none"> ✓ Outreach, ✓ Travel costs ✓ Marketing tools in both print and social media 	\$3,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Marketing presentation • Meetings with legislators and staff 	March 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited knowledge of job readiness and workplace behavior	Hire Career Education Advisor at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Hiring of career education advisor at each AE site and PC, 12 month contract 	July 2015
	Hire Job Developer, shared among all AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Job Developer) ✓ Facilities, ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Job Developer shared between SDNAEP AE sites and PC, 2 month contract • Number of job leads • Number of AE students who obtain internships and/or employment 	July 2015

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited knowledge of job readiness and workplace behavior (continued)	3. Four week workshops focusing on job readiness skills	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Curriculum development ✓ Equipment ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of curriculum for workshops • Number of participants • Internships and job placements 	End of Each Quarter, 2015, 2016, 2017 and 2018
	4. Hire Internship Coordinator at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Internship Coordinator) ✓ Outreach to develop internships and OJT's, Facilities, ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	Cost accounted for in table 3.1	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> • Hiring of internship coordinator at each AE site and PC, 12 month contract • Number of OJTs Internships created • OJT and/or internship completions • Job placements 	July 2015

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited knowledge of job readiness and workplace behavior (continued)	6. PD for AE and PC instructors on job skills and workplace behavior	<ul style="list-style-type: none"> ✓ Staffing (ESL Counselor, Career Education Counselor) ✓ Curriculum development ✓ One yearly PD for AE and PC instructors 	Cost of PD accounted for in table 6.2	Leadership Council	<ul style="list-style-type: none"> • Integration of job skills and workplace behavior skills in core curriculum of all program areas 	March 2016 and ongoing
	Outreach to employers to discuss providing incentives to employees who acquire or improve job skills through adult education	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor, Job Developer, Internship Coordinator) 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Number of employers who provide incentives to employees for improving skills through education • Enrollment in related programs 	March 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited academic and study skills	Hire Career Education Advisor at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Hiring of an education career advisor at each AE site and PC, 12 month contract 	July 2015
	Create a college preparatory class, either as a series of workshops or as an intensive 3-week class to address key skills for college	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Curriculum development ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Books ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of curriculum for workshops or class • Number of students attending • Completion of student survey on workshops 	End of Each Quarter, 2015, 2016, 2017 and 2018

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited academic and study skills (continued)	Creation of an Academic Basic Skills class	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor) ✓ Curriculum development ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of academic basic skills classes offered • Number of students enrolled and completed • Track student outcomes 	July 2016 and ongoing
	Integrate college readiness curriculum into core curriculum of all program areas	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ PD for AE and PC instructors about new curriculum ✓ Curriculum development 	Cost of PD is accounted for in Table 6.2	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of college readiness curriculum • Integration of new curriculum into core curriculum of all program areas • PD for AE and PC instructors 	July 2016 and ongoing
	Tutoring Center	<ul style="list-style-type: none"> ✓ Staffing ✓ Facilities ✓ Software ✓ Hardware ✓ Class materials 	\$115,000	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creation of a tutoring program • Track student outcomes 	July, 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited academic and study skills (continued)	Stipends or volunteers for tutoring services	<ul style="list-style-type: none"> ✓ Staffing ✓ Facilities ✓ Hardware and software ✓ Class materials ✓ Funding 	\$12,000	Leadership Council	<ul style="list-style-type: none"> • Number of students who attend tutoring • Number and amount of stipends issued for tutoring services 	July 2016 and ongoing
Limited transition services	Hire a Transition Coordinator shared between all AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (4 Transition Coordinators) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Hiring of transition coordinator shared between all AE sites and PC, 12 month contract • Increased number of students transitioning to PC 	July 2015
	Establish an agreement with PC that provides transitioning AE students priority registration	<ul style="list-style-type: none"> ✓ Staffing 	Cost to be covered within existing structures	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Priority enrollment agreement 	July 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited transition services (continued)	Fieldtrip and College Speakers	<ul style="list-style-type: none"> ✓ Transportation ✓ Marketing materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> • Number of fieldtrips to PC • Number of speakers / college agencies at AE site • Student survey follow-up regarding fieldtrip and/or speakers 	January 2016 and ongoing
	Expand educational and Career Pathways	<ul style="list-style-type: none"> ✓ *Described in Pathway Programs and Articulation Agreements section in Objective #3, Table 3.1 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • CCCCCO Approved career pathways • Enrollment • List of jobs for each pathway 	July 2016
	Co-location of classes and/or teachers between AE and PC sites to teach pre-requisite classes required by PC	<ul style="list-style-type: none"> ✓ Facilities ✓ Staffing (instructor) ✓ Software ✓ Hardware ✓ Materials ✓ PD for instructors to learn new curriculum 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Enrollment in co-located classes • Enrollment in PC 	September, 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited transition services (continued)	AE students take PC placement tests at AE sites through remote testing	<ul style="list-style-type: none"> ✓ Facilities ✓ Staffing (instructor) ✓ Software ✓ Hardware ✓ Two yearly collaborative meetings for AE Instructor and PC test administrator to learn how to administer PC placement assessments remotely 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creating a system that allows AE students to take PC placement tests through remote testing at AE sites 	January 2016 and ongoing
	Formalized collaboration among institutions student outcome assessments and transition planning	<ul style="list-style-type: none"> ✓ Four yearly collaborative meetings for PC advisors and counselors 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of meetings held • Summary of findings • Plans for improvement 	September 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited transition services (continued)	PD for AE teachers focusing on learning skills needed to be successful at PC	<ul style="list-style-type: none"> ✓ Staffing (PC Counselor) ✓ Curriculum development ✓ Three yearly PD for AE instructors 	Cost accounted for in table 3.1 and 6.2	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Integration of skills needed for PC into AE core curriculum in all five program areas 	July 2016 and ongoing
	Purchase career interest and aptitude testing	<ul style="list-style-type: none"> ✓ Software programs ✓ PD on how to assist students in using programs 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Purchase of licenses for career aptitude and interest tests 	July 2015
	Create a college preparatory class, either as a series of workshops or as an intensive 3-week class to address key skills for college	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Curriculum development ✓ Equipment ✓ Hardware ✓ Software ✓ Books ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Curriculum for college preparatory class • Number of students enrolled and completed • Student survey on workshops or class • Student outcomes 	End of Each Quarter, 2015, 2016, 2017 and 2018

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited transition services (continued)	Creation of an Academic Basic Skills class	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor) ✓ Curriculum development ✓ Facilities ✓ Software ✓ Hardware ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of academic basic skills classes offered, • Number of students enrolled and completed • Track student outcomes 	July 2016 and ongoing
Limited articulations between AE sites and PC	Evaluate current classes and programs in the SDNAEP to assess potential for articulation	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors ✓ PD ✓ Course outlines and syllabi 	Cost accounted for in table 3.1	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> • List of courses in priority order for articulation 	January 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited articulations between AE sites and PC (continued)	Collaboration meetings for AE and PC instructors to review curriculum and align similar classes	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ PD 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Number of articulations developed 	March 2016
	Create articulation transcript	<ul style="list-style-type: none"> ✓ Staffing (Data Technician) 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Approved transcript format for all SDNAEP AE programs to articulate with PC 	July 2016
	Determine academic and soft skills needed for PC.	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ PD 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • List of academic and soft skills for AE instruction • Integration of PC skills needed in AE core curriculum in all five program areas 	April 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Program 2: Elementary and Secondary Basic Skills and Classes Required for High School Diploma or High School Equivalency						
Limited availability of online and blended courses	Review available online programs and software	✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors to review online programs and software	\$8, 050	EAS, PAS, VAS, PC	• List of potential online curriculum and software for ABE / ASE program	January 2016
	Integrate basic technology and computer skills in core curriculum	✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ Hardware ✓ Software	Cost accounted for in table 3.1	Leadership Council	• Development of new curriculum that integrates basic technology and computer skills within the core curriculum	July 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Program 2: ESL, Citizenship and Workforce Preparation Classes in Basic Skills						
Need for Pre-Literacy Classes	Identify pre-literate students by assessment and provide specialized programs	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of ESL AE and PC instructors ✓ Curriculum development 	\$22,180	Leadership Council	<ul style="list-style-type: none"> • Creation of an assessment that can be used to ID preliterate students • Creation of specialized programs for preliterate students 	July 2016 and ongoing
Need to Identify student needs	Hire ESL Counselor at each AE site, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (ESL Counselor) ✓ Facilities 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • ESL counselor at each AE site, 12 month contract 	July 2015
	Create and administer survey students at orientation to assess their needs	<ul style="list-style-type: none"> ✓ Staffing (ESL Counselor) 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of a student survey that assess students' needs 	August, 2015

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Need for school to work activities in ESL curriculum	Creating Curriculum on world of work	<ul style="list-style-type: none"> ✓ Staffing (Job Developer, Internship Coordinator, ESL Counselor) ✓ Curriculum development 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Completed curriculum on world of work for ESL students 	January, 2016 and ongoing
	Integrate job readiness and workplace behaviors in ESL core curriculum	<ul style="list-style-type: none"> ✓ Staffing (Job Developer, Internship Coordinator, ESL Counselor) ✓ Two yearly collaborative professional development meetings for a team of AE ESL instructors to learn how to integrate new curriculum into their core ESL curriculum 	\$8,050	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Integration of job readiness and work behaviors curriculum into ESL core curriculum 	March, 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Need for school to work activities in ESL curriculum (continued)	Integrate “real world activities” into core curriculum	<ul style="list-style-type: none"> ✓ Staffing (ESL Counselor) ✓ Two yearly collaborative professional development meetings a team of AE ESL instructors to share best practices 	\$8,050	EAS, PAS, VAS	<ul style="list-style-type: none"> • Integrated ESL core curriculum 	July, 2016 and ongoing
Limited access to technology	Create a check-out system to borrow laptops or tablets	<ul style="list-style-type: none"> ✓ Staffing to monitor loan and returns and to repair items ✓ Equipment ✓ Hardware ✓ Software 	\$120,000	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creation of check-out system for laptops and tablets 	July 2016 and ongoing
Low number of ESL students transition to PC	Hire ESL counselor at each AE site, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (ESL Counselors) 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Hiring of ESL counselor at each AE site, 12 month contract 	July, 2015

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Low number of ESL students transition to PC (continued)	Fieldtrip and College Speakers	<ul style="list-style-type: none"> ✓ Staffing (instructor, Career Education Advisor) ✓ Transportation 	Cost accounted for in table 3.1	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> • Number of fieldtrips to PC • Number of speakers / college agencies at AE site • Student survey follow-up regarding fieldtrip and/or speakers 	November, 2015 and ongoing
	Integrate college preparation curriculum in the intermediate and advanced ESL curriculum	<ul style="list-style-type: none"> ✓ Staffing (ESL Counselors) ✓ Collaboration time between ESL AE and PC instructors, three times per year ✓ Curriculum development 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creation of integrated college preparation curriculum in intermediate and advanced ESL curriculum 	July 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Low number of ESL students transition to PC (continued)	Three workshops on college readiness for students - prioritizing, study skills, test taking, etc.	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Curriculum development ✓ Software programs ✓ Class materials, 	Cost accounted for in table 3.1	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> • Creation of curriculum for workshops • Number of students attending • Completion of student survey on workshops, track student outcomes 	October 2015, January 2015, March 2016, and May 2016
Program 3: Programs for Adults with Disabilities						
Limited Programs for Adults with Disabilities	Designated funding for adults with disabilities	<ul style="list-style-type: none"> ✓ Outreach to State legislature with information about current and future needs for additional funding 	600,000	EAS, PAS, VAS	<ul style="list-style-type: none"> • Designated funding for adults with disabilities 	March 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited Programs for Adults with Disabilities (continued)	Create work-based learning programs	<ul style="list-style-type: none"> ✓ Staffing (Job Developer, Internship Coordinator, Special Education Counselors) ✓ Outreach to employers ✓ Curriculum development 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Class offerings that include work-based learning programs 	September 2016 and ongoing
	Collect and distribute information about apprenticeships that can be accommodated for individuals with disabilities	<ul style="list-style-type: none"> ✓ Staffing (Job Developer, Internship Coordinator, Special Education Counselor) ✓ Staffing ✓ Outreach 	Cost To be covered within existing structures	Leadership Council	<ul style="list-style-type: none"> • Provide information on non-physical apprenticeships to adults with disabilities 	December 2015 and ongoing
	Create “Essential Skills” class for adults with disabilities focusing on basic reading, writing, math, placement tests, etc.	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor with background in working with students with disabilities) ✓ Facilities ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Essential Skills class for adults with disabilities 	September 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student support services for AWD	Hire a Special Education Counselor, shared among all AE sites, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) ✓ Facilities ✓ Computer ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Special education counselor, shared by all AE sites, 12 month contract 	July 2015
	Collaboration between AE and PC special education counselors to provide accommodations	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) ✓ Quarterly collaborative meetings for AE and PC counselors specializing in adults with disabilities 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of accommodations provided to students 	September 2015 and ongoing
	Create a specialized referral form for adults with disabilities to request accommodations	<ul style="list-style-type: none"> ✓ Quarterly collaborative meetings of AE and PC Special Education Counselors 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Creation of a specialized referral form to request accommodations 	September 2015

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student support services for AWD (continued)	Establish partnerships with DOR and DRC to refer students with disabilities who need assessment, support services or accommodations	✓ Staffing (Special Education Counselor)	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> Established partnerships with DOR and DRC 	January 2016
	Career interest and aptitude testing	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor, ESL Counselor, Special Education Counselor) ✓ Software ✓ Computers ✓ Internet Connections 	Cost accounted for in table 3.1	EAS, PAS, VAS, and PC	<ul style="list-style-type: none"> Purchase career aptitude and interest software Number of students who use software programs Student outcomes 	January 2016 and ongoing
	Establish referral process for DOR, DRC, K-12 districts and for schools that have no services for adults with disabilities	<ul style="list-style-type: none"> ✓ Staff (Special Education Counselor) ✓ Outreach 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> Uniformed referral process for DOR, DRC, and K-12 districts for referring students with disabilities for services 	January 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student support services for AWD (continued)	Create an informal assessment to determine educational needs of students with disabilities' needs	<ul style="list-style-type: none"> ✓ One yearly collaborative professional development meeting of AE Special Education Counselors and DRC counselors ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of an informal assessment 	December 2016
	Establish a liaison with Veteran's Affairs to help veteran's with disabilities transition to AE and PC for education	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) ✓ Outreach 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Establishment of a liaison with Veteran's Affair 	September 2015 and ongoing
	Create an addendum to the educational plan that indicates whether a student requires accommodations	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Addendum to educational plan • Number of students indicating need for accommodations • Student outcomes 	December 2015 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited student support services for AWD (continued)	Hold a "Drop In Day" for adults with disabilities to learn about programs and the opportunity to enroll in classes at the AE schools	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) ✓ Marketing tools 	Cost Accounted for in Table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of adults with disabilities that attend • Number of adults with disabilities that register for class 	April 2016 and ongoing
Program 4: Short Term Career Technical Education with Employment Potential						
Limited number of career pathways between AE and PC	<p>*Described in Objective #3, Table 3.1</p> <p>PD via mini workshops for a team of AE and PC instructors with the tools to develop career pathways.</p>	<ul style="list-style-type: none"> ✓ Career Counselor ✓ AE and PC faculty PD ✓ Curriculum 	Cost Accounted for in Table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Career Pathways • List of jobs available in each pathway. 	July 2016

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited academic basic skills class offerings	Creation of an Academic Basic Skills class	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor) ✓ Curriculum development ✓ Software ✓ Hardware ✓ Materials 	Cost Accounted for in Table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of academic basic skills classes offered • Number of students enrolled and completed • Track student outcomes 	July 2016 and ongoing
Limited basic skills class that is Industry Specific	Develop basic skills curriculum that is targeted toward a specific industry	<ul style="list-style-type: none"> ✓ Three yearly collaborative meetings for CTE AE and PC instructors, ABE instructors and specific industry representatives to discuss academic needs 	\$22,180	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of new basic skills curriculum targeted to specific industries 	July 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Lack of standardized basic skills assessment	Create uniform basic skills assessment to enter apprenticeship programs	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of Collaboration AE and PC apprenticeship instructors ✓ Curriculum development 	\$22,180	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of uniformed basic skills placement assessment for apprenticeship programs 	July 2016
	Provide Trades and Technology Preparation Class	<ul style="list-style-type: none"> ✓ Staffing (Instructor) ✓ Curriculum development ✓ Software ✓ Hardware ✓ Facilities 	\$26,000	EAS & PC	<ul style="list-style-type: none"> • Creation of a trades and technology preparation class • Number of students enrolled and completed • Number of students that transition into an apprenticeship 	July 2016 and ongoing

Table 4.1: Implementation Strategies to Address Identified Gaps						
Description of the Gap	Strategies to Address the Gap	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Limited Job Readiness Skills and Workplace Behaviors	Workshops on job readiness and work behavior	<ul style="list-style-type: none"> ✓ Staffing (Job Developer, Internship Coordinator) ✓ Curriculum development 	Cost accounted for in Table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of workshops held • Number of participants • Student outcomes 	September 2016
	Integrate job readiness curriculum within the apprenticeship program	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings for a team of AE and PC apprenticeship and ABE instructors ✓ Curriculum development 	Cost accounted for in Table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Integration of job readiness curriculum within the core curriculum of apprenticeships 	September 2016 and ongoing
Lack of counselors' knowledge of apprenticeship program	Provide training regarding apprenticeship programs to PC counselors	<ul style="list-style-type: none"> ✓ Two professional development on apprenticeship programs for AE and PC advisors and counselors 	Cost accounted for in table 6.2	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Surveys of counselors 	October 2015 and ongoing

OBJECTIVE 5: ACCELERATION OF PROGRESS TOWARD STUDENTS' GOALS

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals.

Synopsis: The plans to provide accelerated progress toward student goals are divided into the following strategies that increase access to all programs: provide student support for career planning; provide academic support to hasten learning of basic skills and also implement new instructional models that speed the learning process.

The SDNAEP plan, to provide a system for which there is "no wrong door" for students to access the program, is the key to expanding access and accelerating student progress. Specific detailed actions to provide student academic and career related support services are called out. Innovative instructional strategies to foster student progress are planned.

The SDNAEP PAC groups reviewed data from the summits, surveys, remote focus groups, and also investigated various teaching models and approaches, to identify the best strategies to accelerate students' learning. These can be categorized into: 1) increasing access to all programs, 2) student support and career planning services, 2) academic support to accelerate the learning of basic skills, and 4) new instructional models (See Table 5.1).

Increased access to all programs, addresses the goal of “There is no wrong door” to enter education and maximizes opportunities for students to get the specific information or skill that they need, when they need it.

Student support services can assist students in managing barriers to attending and succeeding in school. As part of that, career and academic advising can help students develop career options and guide them in taking the correct courses, in sequence, to most efficiently complete their education.

Academic support to learn or brush up on reading, writing, and math skills helps students reach their goal quicker as they avoid having to take remedial classes before being able to take a core class on their educational plan.

New instructional models provide a sort of multi-channel approach to learning to make optimal use of student time, in and out of the classroom.

Details of these strategies and their documented impact are provided below. Note that new personnel are listed in bold.

Strategies to Accelerate Student’s Progress Toward Student Goals

Approach	Description	Impact on Student Learning
Increasing Access to all Programs		
Increase Web-Based Learning and Blended Classes	<p>Web-based learning uses online curriculum or platforms for students to access curriculum. It is frequently delivered via a blended learning strategy that combines traditional in-class teaching with online instruction.</p> <p>Blended learning extends learning beyond the school building and the school day because it involves a combination of face to face and online and digital learning.</p>	<p>(1) Allows students to complete work both in the classroom and at home, enabling them to move through curriculum at a faster rate while still having access to an instructor.</p> <p>(2) Blended learning can increase student retention in that it</p>

Approach	Description	Impact on Student Learning
	Students are able to attend class together once or twice per week to receive instructor lectures or personalized assistance with a particular area that was challenging for the student.	provides a work-around for inflexible work schedules, transportation time and costs and childcare.
Increase Use of Technology	<p>Increase the availability of computers, language software and web access for ESL students. An instructor that is knowledgeable in curriculum and computers to assist student in the labs will assist students.</p> <p>(This strategy can be provided in the Learning Center proposed under the Student Services section of this document.)</p>	<p>(1) ESL students will increase their technology skills.</p> <p>(2) Academic progress will be accelerated for ELL students because they will be able to access language curriculum outside the classroom.</p> <p>(3) Maximizes use of available classroom space for more courses since ESL students will no longer be required to attend school every day or evening.</p>
	Expand the number of internet connections and the band width on adult school and college campuses	The cost of technology is a barrier for many adult learners and impedes their learning progress. Campus access to the latest technology enables students to prepare jobs in today's economy and saves the cost of printed materials.

Approach	Description	Impact on Student Learning
Dual Enrollment	Dual enrollment is student registration in two separate academically related institutions such as Adult Education (AE) and Palomar College (PC).	<p>(1) CCRC found that dual enrollment participation is positively related to college enrollment, persistence, greater credit accumulation, and higher college GPA.</p> <p>(1) This approach allows AE students to earn college credit while still finishing classes at AE. This saves student cost and time and increases their confidence in their ability to succeed in postsecondary education.</p>
Expand ESL Programs and Services	Increase days, times, and make ESL classes year-round.	<p>(1) Students often miss school due to a variety of personal reasons, and work schedule conflicts. Additional class times allow students the opportunity to attend additional classes or simply make-up a missed class and without sacrificing learning time.</p> <p>(2) Allows students to accelerate their progress in completing academic or career goals by attending class every day.</p> <p>(3) Enables students to meet public agency deadlines for completing training.</p>

Approach	Description	Impact on Student Learning
Hire more Full-Time ESL Teachers	Full-time teachers will most likely teach all of the different levels and develop a greater awareness of the issues and challenges that students face at each level.	<p>(1) Full-time teachers will provide consistency for students, motivating them to attend more regularly.</p> <p>(2) Full-time teachers have more awareness of their students' needs because they are interacting more with students who are at different ESL levels.</p> <p>(2) This knowledge can help teachers identify students' needs and create solutions such as varying instructional methods, using a different or additional class materials, changing the environment, etc.</p>

Approach	Description	Impact on Student Learning
Articulations	<p>Articulation agreements match the knowledge and skills taught in similar community college courses. The articulation agreement provides that, if a student is proficient in their adult education class, they can receive college credit for that course at the partnered community college, Palomar College (PC).</p> <p>Articulations allow one course at the adult school fulfill a subject matter requirement at PC. Thus, students are able to earn college and transport credit cementing the idea that they will transition to postsecondary education.</p> <p>Provide professional development via series of workshops for AE and PC instructors to review curriculum, identify classes that could be articulated, and make changes to ensure the AE classes meet PC standards.</p>	<p>(3) Students are able to earn college credit while taking a free, or low-cost, AE class.</p> <p>(4) Students gain confidence in their learning as discover that they can pass a college course. This increases the potential of that student transitioning to PC.</p> <p>(5) Articulations streamline the students' educational pathway by eliminating the need to take multiple courses with the same learning outcomes.</p> <p>(6) When students transition to PC, they already have earned some credits, accelerating their learning to meet their educational goal.</p>
Career and Educational Pathways	<p>A career or education pathway is an educational roadmap that guides students through a sequence of classes in order to earn a certification in their chosen career (Figure 24) or a college degree in a certain profession in the most timely and educationally sound manner.</p> <p>Provide professional development via a series of workshops for AE and PC instructors to review curriculum; identify possible career pathways, and then create the pathways that can take students from AE to PC, or the workforce.</p>	<p>(1) Pathways maximize effective use of student time and school facilities.</p> <p>(2) Career and Education pathways promote academic persistence because students are in control of their educational plans and are able to complete their programs as efficiently and effectively as possible.</p>

Approach	Description	Impact on Student Learning
Student Support and Career Planning		
Student Support Services	<p>Counseling To maximize use of student time and resources, SDNAEP will provide staff members (Career education advisor, ESL counselor, and Special Education Counselor (see Table 16) to:</p> <ul style="list-style-type: none"> ➤ Work with students to assess their interests and skills. ➤ Develop an individualized plan for their education and career preparation (using SDNAEP electronic education plan document, accepted by all entities). ➤ Review student progress on a regular basis. ➤ Provide referrals to students for additional support services. <p>Coordinated Services</p> <ul style="list-style-type: none"> ➤ Identify students' needs during orientation and monitor progress to transition to employment and/ or college. ➤ Expand partnerships with CBOs to leverage delivery of supportive services. ➤ Coordinate support services between AE and PC. ➤ Create an online portal of community resources accessible by students. ➤ Provide free or low cost, onsite childcare services in AE and PC locations during daytime and evening hours. ➤ Offer laptops or tablets for check-out to students. 	<p>(1) Penalber (2005) found that peer mentoring, tutoring, counseling, and study skills increased student grade point averages.</p> <p>(2) Community College Research Center (CCRC) (2015) discovered that one important "nonacademic" support mechanisms is making college life feasible (connecting students with resources to obtain assistance with childcare, transportation, financial aid, etc.).</p> <p>(3) Removing these barriers allows students to continue to attend school and complete their educational plan.</p> <p>(4) Meeting the needs of students will accelerate their learning as they can attend class consistently rather than taking "breaks."</p> <p>(5) Promotes student attendance and timely completion of courses.</p> <p>(6) Students' progress toward their goal is accelerated by completing appropriate classes, rather than simply those that appear to be available.</p>

Approach	Description	Impact on Student Learning
Job Readiness Skills	<p>Students receive focused instruction on job seeking and job retention.</p> <p>A job developer will be hired to make industry connections and develop work based learning; job shadowing, internship and employment openings for students (see Table 16 on page 135)</p> <p><i>Job Readiness Activities</i></p> <ul style="list-style-type: none"> ➤ Offer a series of workshops throughout the year focusing on job readiness skills and workplace behaviors for students. ➤ Demonstrate the use of technology in job search. ➤ Create a job club, similar to a learning community, in which job searchers can network, receive support and find job leads from the job developer. 	<p>(1) CCRC (2015) discovered that another important “nonacademic” support mechanism is creating social relationships (learning communities, job clubs) to promote student achievement and retention.</p> <p>(2) Preparing students to find and maintain work when they have almost completed their educational program, builds their experience base and motivates them to complete their planned program in a timely manner.</p>

Approach	Description	Impact on Student Learning
College Preparatory Class	<p>Create a college preparatory class, either as a series of workshops or as an intensive 3-week class to address key skills for college including organizational skills, time management, study skills, etc.</p> <p>Provide field trips to a community colleges to learn about the campus, visit relevant departments, see the classroom layout, and to get a sense of what it feels like to be on a college campus</p>	<p>(1) Students who take college preparation classes earn 5% more credits than students who do not take a college preparation classes (CCRC).</p> <p>(2) A student success class can accelerate a student transition to postsecondary education.</p> <p>(3) CCRC (2015) discovered that another important “nonacademic” support mechanism is developing college know-how through college readiness classes or workshops, and/or fieldtrips to colleges.</p>
Adults with Disabilities Student Support Services	Provide specialized vocational assessment for adults with disabilities in order to identify career interests and academic strengths and weaknesses.	(1) Provide specialized vocational assessment for adults with disabilities in order to identify career interests and academic strengths and weaknesses.
	State Department of Rehabilitation (DOR) will coordinate with special education counselor for learning accommodations.	(2) The success rate of adults with disabilities completing their educational goal increases with individualized assistance.

Approach	Description	Impact on Student Learning
Academic Support for Students Needing to Improve Basic Skills		
Tutoring Center	<p>At each AE site provide a tutoring center to assist students in achieving their academic or career goals at an accelerated pace</p> <p>The tutoring center will be managed by an academic instructor and will include space for computers and desks for students. Center schedules will rotate days and times, providing students' access to tutoring services during day, afternoon and evening hours. Stipends can be offered to teachers and qualifying students to work in the tutoring center in order to increase student access to tutoring.</p> <ul style="list-style-type: none"> ➤ Online students can seek personal assistance at the tutoring center rather than waiting a full week before their teacher meeting ➤ Students can also practice skills and practice completing employment or placement tests ➤ Centralized access to tutoring resources will minimize equipment and overhead costs, by eliminating duplicative services. 	<p>(1) Penalber (2000), found that a tutoring center significantly impacted student grade point averages.</p> <p>(2) Allows students the opportunity to obtain instructor assistance on a specific academic skill, in a timely way, accelerating their ability to complete goals.</p> <p>(3) Personalized attention, extra practice and time to study in the center will speed student learning.</p> <p>(4) Online students can complete curriculum and ask for help immediately.</p> <p>(5) Successful practice and improved performance builds student confidence and expertise, fostering accelerated learning.</p>
Academic Basic Skill Course	<p>Offer an academic basic skills course that focuses on basic reading, writing and math as well as preparing for placement and employment tests.</p> <p>This class will concentrate on different aspects of reading, writing, and math, which will rotate every 3 weeks throughout the year.</p>	<p>(1) Providing students with the opportunity to review, enhance, or learn these type of basic skills in an intense format will accelerate a student's learning of these foundational skills.</p>

Approach	Description	Impact on Student Learning
Integrating basic skills (English, math and reading) curriculum into all program areas	<p>Integrate basic skills curriculum to build solid connections between the development of skills and the teaching of content. The marriage of skills to academic content is key, because without the “skills,” it’s difficult to learn the content</p> <p>Integrate basic skills curriculum (reading, writing, and math) into all five program areas allows students to simultaneously receive instruction and practice basic skills while also acquiring academic or technical skills in their desired career pathway. Both skill sets are thus enhanced through practice.</p>	<p>(1) Accelerates students’ progress toward meeting their academic or career goals by eliminating the linear sequential restrictions that require additional time to complete, based on scheduling issues and course offerings.</p> <p>(2) Increases students’ motivation and academic self-confidence in their studies when they are eligible to take a core class.</p> <p>(3) Prepares adult learners academically for postsecondary education or employment in the shortest time.</p>
Varied Instructional Strategies that Accelerate Student Learning		
Differentiation	<p>Differentiate instruction to provide multiple channels for students to acquire information. Each student learns more efficiently in their preferred modality, or learning style. Teachers tailor instruction to meet individual needs.</p> <p>Differentiation strategies include individual instruction, group work and ongoing assessment to ensure students are making steady progress. For example, a teacher may use spelling words or vocabulary lists that match the student reading level; put texts on tape for the student to listen to rather than read; meet with small groups rather than the whole class; present ideas using both visual and auditory presentations.</p>	<p>(1) Differentiation is a way teachers can create meaningful learning experiences with their students and ensure that all students are moving forward.</p> <p>(2) This technique is beneficial because it can assist in reducing the time a student may spend trying to improve their basic skills or learn core content allowing the students to accelerate their learning toward their goal.</p>

Approach	Description	Impact on Student Learning
"Flipped Classroom" (Non-Traditional classroom)	<p>This non-traditional teaching approach is based on active, cooperative, collaborative and problem-based learning.</p> <p>One specific technique in this model is "flipped classroom" in which material is first learned independently, via videos or online. "Homework" is then completed in the classroom, under the guidance of an instructor. This approach enables the teacher to focus only on topics that students are struggling in, rather than restating an entire lesson that students already mastered at home, saving time and increasing student motivation.</p>	<p>(1) Students are able to learn more quickly since the majority of classroom time is spent on applying, or practicing, what they were able to learn on their own.</p> <p>(2) Provides richer discussions and collaborative opportunities for students to work in groups or teams, an important educational and workplace skill.</p>
I-BEST Model	<p>The Integrated Basic Education and Skills Training, or I-BEST, model pairs two instructors in the classroom – one to teach the "core" (technical or academic) content and the other to teach basic skills in reading, math, writing, or English language to enable students to accelerate student progress.</p> <p>In essence, rather than providing two separate classes for core and basic skills, the content is merged to speed learning. As students' progress through the curriculum, they learn basic skills in real-world scenarios.</p> <ul style="list-style-type: none"> ➤ In a CTE class there would be the technical teacher and basic skills teacher. ➤ In a high school diploma program, there would be the academic core instructor and basic skills instructor. ➤ In a class for AWD, a technical teacher and basic skills instructor, with background in working with AWDs, to assist with accommodations and assistive technology. 	<p>(1) The most significant benefit of implementing the I-BEST model is accelerated student learning and goal achievement.</p> <p>(2) I-BEST removes the requirement that students must have mastered the basic skills before they can participate in core classes and this can increase student motivation and also speed program completion.</p> <p>(3) Students with disabilities learn about their accommodation needs and the available assistive technology to help them accelerate their learning.</p>

Approach	Description	Impact on Student Learning
Learning Communities	<p>Learning communities are groups of students who share common academic goals and attitudes. According Community College Research Center (CCRC), the goal of learning communities is to “strengthen connections between students and their instructors and peers by enrolling groups of students in a set of two or more linked courses.”</p> <ul style="list-style-type: none"> ➤ The learning community will be established by an instructor and space will be provided for students to have access to a room, tables, and computers ➤ Through the leadership of the instructor, class assignments will be created that promote the necessity of students working collaboratively together to help support the learning community 	<p>(1) Zhao and Kuh (National Survey of Student Engagement) found that participation in a learning community is positively related to student success as defined by enhanced academic performance, integration of academic and social experiences, and positive perceptions of the college environment.</p> <p>(2) Today’s workplaces require students to be able to self-direct their own learning, work and listen to others and develop ways to handle conflict and complex issues in a variety ways</p> <p>(3) Learning communities’ create a bond among students that can increase their motivation and school persistence. This accelerates student learning.</p> <p>(4) Students develop a network that can be useful in job search.</p>

Summary of Objective #5

Limited finances and issues within the family support system, create challenges that often require our students to “take a break” in their education to either find quick employment or to stay home with their children. Because of this, many of our students have been attending adult schools off and on for years without meeting a single goal they have created.

We have reviewed numerous approaches to accelerate student progress. Our research has identified several strategies: 1) increasing access to all programs, 2) student support and career planning services, 3) academic support to accelerate the learning of basic skills, and 4) new instructional models.

We recognize that this acceleration is key to student success. Our data has indicated that the longer time required in an academic or career pathway, the less likely our students will persist and succeed.

Beyond this, we also recognize that enabling students to complete their learning more quickly will also maximize efficient use of instructional time and classroom facilities, key resources in the midst of very restricted budgets. The ultimate goal is to deliver adult education and services effectively to as many learners as possible.

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Increasing Access to All Programs							
All Five Program Areas	Increasing Access to all Programs	Increase more options for blended classes and online learning to students	<ul style="list-style-type: none"> ✓ Software ✓ Equipment ✓ Curriculum development 	Cost To be covered within existing structures	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • More blended and online course offerings • Track student enrollment and completion 	July 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Increasing Access to all Programs (continued)	Professional Development for AE and PC instructors on Web-Based learning and Blended Classes	<ul style="list-style-type: none"> ✓ Two yearly PDs for AE and PC instructors ✓ Curriculum Development 	Cost accounted for in table 6.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • PD completed • More web-based learning and blended classes offered 	July 2016
ESL		Introduce Blended or Distance Learning options to ESL students	<ul style="list-style-type: none"> ✓ Staffing (instructor) ✓ Facilities ✓ Software ✓ Hardware ✓ Equipment ✓ PD 	Cost To be covered within existing structures	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of blended and web-based classes for • ESL student Enrollment and completion numbers 	Sept. 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ESL		Increase use of technology: availability of computers, language software, and web access for students with an instructor who is knowledgeable in ESL curriculum and computers	<ul style="list-style-type: none"> ✓ Staffing (ESL Instructor) ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	\$90,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Increase in the availability of technology to ESL students 	Sept. 2016
All Five Program Areas	Increasing Access to all Programs (continued)	Expand the number of internet connections and the band width on adult school and college campuses.	<ul style="list-style-type: none"> ✓ Equipment ✓ Internet services 	\$60,000	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Increase of the availability of Internet services on AE and PC sites • Increase in the number of online classes available to students 	Sept. 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas		Create a comprehensive electronic educational plan used by all AE sites and PC	<ul style="list-style-type: none"> ✓ Software ✓ Two yearly collaborative professional development meetings of AE and PC instructors, advisors, and counselors 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • Comprehensive educational plan that is used by all SDNAEP AE sites 	July 2015
All Five Program Areas	Increasing Access to all Programs (continued)	Dual Enrollment	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings for a team of AE and PC administrators and instructors ✓ Uniform referral process between all AE sites and PC ✓ PD 	Cost Accounted for in table 3.1 and 6.2	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • List of PC classes that AE students are eligible to take • Uniform criteria to determine students edibility for dual enrollment • Uniform referral system between AE sites and PC 	July 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Increasing Access to all Programs (continued)	Hire a Data Technician (4)Tat each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Data technician) ✓ Software ✓ Quarterly collaboration meetings with SDNAPE Data Technicians 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Data Technician at each AE site and PC, 12 month contract • Quarterly reports on student progress at each site 	July 2015
All Five Program Areas		Monitor student’s progress at both AE and PC	<ul style="list-style-type: none"> ✓ Staffing (Transition Coordinator, Data Technician) 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of student transitioned to PC • Number of students complete PC • Quarterly data reports on transitioned students at PC 	July 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
	Expand ESL Programs and Services	1. Increase the days and times of ESL offerings in all levels. Make ESL classes year-round	<ul style="list-style-type: none"> ✓ Staffing (ESL Instructors) Facilities Equipment ✓ Software ✓ Hardware, Curriculum ✓ Class materials and books 	Cost To be covered within existing structures	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • More ESL classes offered in all levels • Student enrollment and completion numbers for all new classes 	Sept. 2015
		2. Increase the number of full-time ESL teachers	Staffing (ESL Instructors)	Cost To be covered within existing structures	EAS, PAS, VAS, PC	Increase in the number of full-time ESL teachers at all AE sites and PC	Sept. 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Articulations	Evaluate current classes and programs in the SDNAEP to assess potential for articulation	<ul style="list-style-type: none"> ✓ Two yearly collaborative professional development meetings for a team of AE and PC instructors ✓ PD ✓ Course outlines and syllabi 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • List of courses in priority order for articulation 	January 2016
ABE/ASE, CTE		Collaboration meetings for AE and PC instructors to review curriculum and align similar classes	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ PD 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of articulations created 	February 2016-May 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
ABE/ASE, CTE	Articulations (continued)	Create articulation transcript	<ul style="list-style-type: none"> ✓ Hire a Data Technician (4) at each AE site and PC, 12 month contract ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Approved transcript format for all SDNAEP AE programs to articulate with PC 	August 2015
CTE	Career and Educational Pathways	Create a list of short-term and long-term CTE programs in the SDNAEP	<ul style="list-style-type: none"> • Two yearly collaborative professional development meetings for SDNAEP AE and PC instructors 	Cost accounted for in table 3.1	Leadership Council	List of short-term and long-term CTE programs available in SDNAEP	October 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Career and Educational Pathways (continued)	Collaboration time for AE and PC instructors to create educational pathways and to review them as they are implemented	<ul style="list-style-type: none"> ✓ Four yearly collaborative professional development meetings for a team of SDNAEP AE and PC instructors ✓ Curriculum development ✓ PD ✓ Software ✓ Equipment ✓ Classroom materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of SDNAEP career pathways created 	July 2015 and ongoing
		Install more technology in classes so they are industry current	<ul style="list-style-type: none"> ✓ Software ✓ Hardware ✓ Tools ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Technology purchased for all AE site classrooms 	Sept. 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Career and Educational Pathways (continued)	Create transcript	<ul style="list-style-type: none"> ✓ Staffing (Data ✓ Technician) ✓ One yearly collaborative meeting for all SDNAEP Data Technicians 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of a universal transcript for SDNAEP AE sites and PC 	June 2016
Student Support and Career Planning							
All Five Program Areas	Student Support and Career Planning	1. Hire Career Education Counselor (at each AE site and PC, 12 month contract), ESL Counselor (at each AE site, 10 month contract), and Special Education Counselor (shared between all AE sites and PC) (see Table 16 for a full job description)	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor, ESL Counselor, and Special Education Counselor) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Hiring of a Career Education Advisor, ESL Counselor, and Special Education Counselor; • Increase in number of students transitioning to PC 	July 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Student Support and Career Planning (continued)	Purchase career aptitude and interest software	<ul style="list-style-type: none"> ✓ Software programs ✓ PD on how to assist students in using programs 	Cost accounted for in table 3.1 and 6.2	EAS, PAS, VAS	<ul style="list-style-type: none"> • Purchase of licenses for career aptitude and interest tests 	July 2015
All Five Program Areas		Create a comprehensive electronic educational plan used by all AE sites and PC	<ul style="list-style-type: none"> ✓ Software Two yearly collaborative professional development meetings of AE and PC instructors, advisors, and counselors 	Cost accounted for in table 3.1	Leadership Team	<ul style="list-style-type: none"> • Comprehensive educational plan that is used by all SDNAEP AE sites 	July 2015, October 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Student Support and Career Planning (continued)	Monitor student’s progress at both AE and PC	✓ Staffing (Transition Coordinator, Career Educational Advisor, ESL Counselor, Special Education Counselor, Data Technician)	Cost Accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of students transitioned to PC • Number of students complete PC • Quarterly data reports on transitioned students at PC 	July 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Coordinated Services	Identify students’ needs during orientation	<ul style="list-style-type: none"> ✓ Online checklist of student needs ✓ Three yearly collaborative meetings for a team of AE and PC instructors including counselors and advisors 	Cost accounted for in table 4.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Student needs survey • Referrals to supportive services • Program retention and completion 	August 2015 and ongoing

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Coordinated Services (continued)	Leverage resources and services of community based organizations and state agencies for childcare, transportation, housing, learning accommodations, etc.	✓ Staffing (Career Education Advisor)	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of community based organizations contacted • Number of partnerships formed • Amount of cash, or in kind, number donations received (scholarships, childcare, bus discounts, etc.) • Number of donations received 	July 2015 and ongoing

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Coordinated Services (continued)	Coordination of support services between AE and PC	✓ Three yearly collaborative professional development meetings of AE and PC advisors and counselors	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Student survey on quality of student support services • Number of students accessing services 	July 2015 and ongoing
All Five Program Areas		Web portal of community resources for the SDNAEP	✓ Staffing (Career Educational Advisor, ESL Counselor, Special Education Counselor, Web and Social Media Master, Information Public Officer) ✓ Software ✓ Hardware	Cost Accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Creation of a portal of community resources in the SDNAEP • Student retention and completion 	January 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Coordinated Services (continued)	Provide childcare through partnerships with community, charitable organizations, or schools that teach child development	<ul style="list-style-type: none"> ✓ Partnering with a childcare agencies ✓ AE Facilities ✓ Equipment ✓ Insurance 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of students who utilize childcare services • Enrollment and completion numbers for students who utilize childcare 	July 2015 and ongoing
All Five Program Areas		Provide laptops or tablets for loan to students	<ul style="list-style-type: none"> ✓ Equipment ✓ Software Programs 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Number of laptops or tablets available • Number of students who checked out devices 	July 2016 and ongoing

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Job Readiness	Hire an Education Career Advisor at each AE site and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Equipment ✓ Hardware software 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Career Education Advisor at each AE site and PC, 12 month contract 	July 2015
All Five Program Areas		Hire a Job Developer, shared between all AE sites and PC, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Job Developer) ✓ Facilities ✓ Equipment ✓ Hardware ✓ Software ✓ Mileage 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Job Developer shared between AE sites and PC, 12 month contract • Number of job leads generated • Number of students who obtain internships and/ or employment 	July 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Job Readiness (continued)	Three week workshops or class focusing on job readiness skills	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Curriculum development ✓ Facilities ✓ Equipment ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	EAS, PAS, VAS, PAS	<ul style="list-style-type: none"> • Curriculum for job readiness workshops • Number of participants • Completion of student survey on workshops 	October 2015, January, 2016, February 2016, and May 2016
All Five Program Areas		Job Club	<ul style="list-style-type: none"> ✓ Staffing (job developer / Career Education Advisor) ✓ Curriculum Development ✓ Facilities ✓ Software ✓ Hardware 	\$2,000 (for materials and activities)	EAS, VAS, PAS, PC	<ul style="list-style-type: none"> • Creation of a Job Club for SDNAEP students, • Number of students who find employment 	October 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Community College Readiness	Create a college preparatory class, either as a series of workshops or as an intensive 3-week class to address key skills for college	<ul style="list-style-type: none"> ✓ Staffing (Career Education Advisor) ✓ Facilities ✓ Curriculum development ✓ Equipment ✓ Hardware ✓ Software ✓ Books Materials 	Cost Accounted for in table 3.1	EAS, PAS, VAS,	<ul style="list-style-type: none"> • Curriculum for college preparatory class • Number of students enrolled and completed • Student survey on workshops or class • Student outcomes 	End of Each Quarter, 2015, 2016, 2017 and 2018

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Community College Readiness (continued)	Determine academic and soft skills needed for PC	<ul style="list-style-type: none"> ✓ Three yearly collaborative professional development meetings for a team of AE and PC instructors ✓ Curriculum development ✓ PD 	Cost accounted for in table 3.1	Leadership Council	<ul style="list-style-type: none"> • List of academic and soft skills for AE instruction • Integration of PC skills needed in AE core curriculum in all five program areas 	April 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Community College Readiness (continued)	Provide field trips to PC and provide PC speakers to AE programs	✓ Transportation	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Fieldtrips to PC • Number of speakers / College agencies at AE site • Student survey regarding fieldtrips and/or speakers • Student transitions to PC 	January 2016 and ongoing

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
AWD	Adults with Disabilities Student Support Services	Special Education Counselor shared between AE sites, 12 month contract	<ul style="list-style-type: none"> ✓ Staffing (Special Education Counselor) ✓ Facilities ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Special Education Counselor shared between all AE sites and PC, 12 month contract 	July 2015

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
AWD	Adults with Disabilities Student Support Services (continued)	Create partnership with State Department of Rehabilitation (DOR) to provide assistance with accommodations	✓ Staffing (special education counselor)	Cost accounted for in table 3.1	PAS, EAS, VAS	<ul style="list-style-type: none"> • Establishment of a partnerships with DOR • Number of accommodations provided by DOR 	January 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
AWD	Adults with Disabilities Student Support Services (continued)	Create “Essentials” class for adults with disabilities focusing on college success and job readiness	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor with background in working with students with disabilities) ✓ Facilities ✓ Software ✓ Hardware 	Cost accounted for in table 3.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creation of “Essentials” class • Number of students enrolled and completed • Number of students with disabilities who transition to PC or workforce 	January 2016
Academic Support for Students Needing to Improve Basic Skills							
All Five Program Areas	Academic Support to Improve Basic Skills	Tutoring Center	<ul style="list-style-type: none"> ✓ Staffing ✓ Facility ✓ Software ✓ Hardware ✓ Furniture ✓ Materials books ✓ Class supplies 	Cost accounted for in table 4.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Creation of a tutoring program • Track student outcomes 	July 2016 and ongoing

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Academic Support to Improve Basic Skills (continued)	Create Uniform Tutoring Referral form	✓ Three yearly collaborative meetings for tutors and a team of instructors	Cost accounted for in table 4.1	EAS, PAS, VAS	<ul style="list-style-type: none"> • Uniform tutor referral form completed by core instructor • Number of students referred and referring instructor • Number of students who complete core class • Student Survey on tutoring experience 	January 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Academic Support to Improve Basic Skills (continued)	Professional Development for AE and PC instructors on integrating basic skills curriculum into the core curriculum of all program areas	<ul style="list-style-type: none"> ✓ Three yearly professional development for AE and PC instructors about integrating basic skills curriculum into the core curriculum of all program areas ✓ Curriculum Development 	Cost accounted for in previous table 6.2	Leadership Council	<ul style="list-style-type: none"> • Creation of basic skills curriculum • PD completed • Integration of new curriculum into core curriculum of all program areas 	July 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Academic Support to Improve Basic Skills (continued)	Creation of an Academic Basic Skills class	<ul style="list-style-type: none"> ✓ Staffing (part-time instructor) ✓ Curriculum development ✓ Software ✓ Hardware ✓ Materials 	Cost accounted for in table 3.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Number of academic basic skills classes offered • Number of students enrolled and completed • Track student outcomes 	July 2016 and ongoing
Varied Instructional Strategies that Accelerate Student Learning							
All Five Program Areas	Varied Instructional Strategies to Accelerate Student Learning	Professional Development for AE and PC instructors on Differentiation instructional strategy	<ul style="list-style-type: none"> ✓ Staffing (Administrator or Instructor) ✓ Two yearly PD for all AE and PC instructors about new instructional strategy ✓ Curriculum development 	Cost accounted for in table 6.1	Leadership Council	<ul style="list-style-type: none"> • PD completed 	July 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Varied Instructional Strategies to Accelerate Student Learning (continued)	Piloting the Differentiation instructional model	<ul style="list-style-type: none"> ✓ Peer Mentoring ✓ Team of instructors to model differentiation model in classroom and report back to instructors 	Cost accounted for in table 6.1	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Pilot of differentiation instructional model • Pre and post student testing to determine impact on students 	Sept. 2016
All Five Program Areas		Professional Development for AE and PC instructors on Flipped Classroom instructional strategy	<ul style="list-style-type: none"> ✓ Staffing (Administrator or Instructor) ✓ Two yearly PD for all AE and PC instructors about new instructional strategy ✓ Curriculum development 	Cost accounted for in previous table 6.2	Leadership Council	<ul style="list-style-type: none"> • PD completed 	July 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Varied Instructional Strategies to Accelerate Student Learning (continued)	Piloting the Flipped Classroom instructional model	<ul style="list-style-type: none"> ✓ Peer Mentoring ✓ Team of instructors to model flipped classroom model in classroom and report back to instructors 	Cost accounted for in table 6.2	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Pilot of differentiation instructional model • Pre and post student testing to determine impact on students 	Sept. 2016
All Five Program Areas		Professional Development for AE and PC instructors on I-BEST instructional Model	<ul style="list-style-type: none"> ✓ Staffing (Administrator or Instructor) ✓ Two yearly PD for all AE and PC instructors about new instructional strategy ✓ Curriculum development 	Cost accounted for in table 6.2	Leadership Council	PD completed	July 2016

Table 5.1: Work Plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals

Program Area	Description of Approach	Tasks / Activities Needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
All Five Program Areas	Varied Instructional Strategies to Accelerate Student Learning (continued)	Piloting the I-BEST instructional model	<ul style="list-style-type: none"> ✓ Peer Mentoring ✓ Team of instructors to model I-BEST model in classroom and report back to instructors 	Cost To be covered within existing structures	EAS, PAS, VAS, PC	<ul style="list-style-type: none"> • Pilot of I-BEST instructional model • Pre and post student testing to determine impact on students 	Sept. 2016
All Five Program Areas		Professional Development for AE and PC instructors on Learning Communities	<ul style="list-style-type: none"> ✓ Staffing (Administrator or Instructor) ✓ Two yearly PD for all AE and PC instructors learning communities ✓ Curriculum development 	Cost accounted for in table 6.2	Leadership Council	<ul style="list-style-type: none"> • PD completed 	January 2016

OBJECTIVE 6: CURRENT PROFESSIONAL DEVELOPMENT

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Synopsis: Strategies for collaborative professional development that also advances the alignment and integration of programs and leads to improved student outcomes are described. Current programs are listed and proposed programs are presented.

Topics to be addressed in future collaborative professional development include a) articulation, b) career and educational pathways, c) dual enrollment, d) blended learning/online learning, e) flipped classroom, f) I-BEST Model, g) contextualization, h) integration of basic skills in core curriculum, i) Vocational English as a Second Language (VESL), j) student portfolios, k) student support services, l) special populations, m) knowledge of program offerings and finally, n) collecting and analyzing student data.

SDNAEP recognizes the important role that professional development (PD) has on student achievement. Professional development can no longer consist of exposure to a new concept or strategy in a one-day workshop. According to the Center for Public Education (2013), <http://www.centerforpubliceducation.org/teachingtheteachers> “The struggle for teachers is not learning the new approaches to teaching but rather implementing them” Gulamhussein (2013).

In a review of the literature on professional development, which included a meta-analysis of 1300 studies, Gulamhussein (2013) summarized the following 5 principles for effective professional development:

1. *“The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.*
2. *There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.*
3. *Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.*
4. *Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.*
5. *The content presented to teachers shouldn’t be generic, but instead grounded in the teacher’s discipline (for middle school and high school teachers) or grade-level (for elementary school teachers)”.*(Gulamhussein, 2013 pp 3-4)

Each of the above principles is an argument for collaborative professional development, across grade levels and within disciplines, such as CTE or ELL instruction.

Today’s schools are held accountable for student outcomes which require more comprehensive, relevant PDs that can provide teachers with the tools and skills to assist students in achieving their academic or career goals. Beyond this, adult education teachers must be experts in their discipline, adept in instructional strategies, and also be prepared to adjust their instruction to the external factors impacting adult learners. These challenges include:

- Personal barriers (transportation, childcare, job schedules) that prevent students from attending school consistently
- Students’ prior negative experiences in the classroom and low self-confidence in their academic ability
- Highly diverse learning needs of students who may require different instructional strategies to succeed
- Various academic and skill levels of students, ranging from low to high, in the same course
- The absence of special education programs to provide resources and strategies to adults with disabilities
- The diverse ethnicities, cultures, socioeconomic statuses, and perspectives toward learning that students bring to each classroom

With these challenges, teachers need to continuously receive PD in order to learn how to implement instructional strategies, appropriate to their disciplines, that reach all learners; to understand the available programs and resources for available for student support, and to appreciate the needs of the adult learners that make up the school community (ELL, migrant workers, living below poverty, unemployment, and having a disability). Finally, teachers need to be aware of, and able to communicate how students can progress within their current setting and in higher education and the workforce.

Current Professional Development

In the past, collaboration among adult schools or PC to provide PD has been limited. In fact, each school has provided their own PD to their instructors, with little crossover to other districts or grade levels. The exceptions to this are trainings provided by the by the San Diego County of Education or through CASAS. This is supported by the finding in the teacher/staff survey results that 36% of respondents didn't know if they had collaborated with other adult schools or CCs and 8% said they had not. The remaining teachers and staff indicated that they had collaborated with other adult schools and PC frequently (22%) and occasionally (34%).

Despite the limited collaboration, the current PD that has been offered throughout individual schools in the SDNAEP, are relevant and applicable to the entire Partnership. Unfortunately, in recent years PDs for instructors and staff has been curtailed, due to ongoing budget reductions. While recognizing the importance of PD, AE administrators have been selective regarding the type of PD provided to our teachers and staff.

Table 6.1 describes the current professional development strategies provided by the Partners that can be implemented for all AE and PC in the SDNAEP. Additional funding will be necessary to provide the in-depth, ongoing, action oriented and collaborative PD called for in the research by Gulamhussein (2013) and noted earlier in this section.

SDNAEP recognizes that effective PD is a key tool in creating and maintaining the changes described in our Plan to re-create adult education.

TABLE 6.1: Current Professional Development			
Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
GED Academy	<ul style="list-style-type: none"> Review the online GED test preparation curriculum Learn how to monitor students' progress 	ASE	\$3,000
Edgenuity	<ul style="list-style-type: none"> Review the online high school diploma curriculum Learn how to monitor students' progress and determine grades 	ASE	\$100,000
OTAN: Internet Resources for Teachers; Social Media and Google Drive	<ul style="list-style-type: none"> Utilize resources that are already out there to assist in improving teaching strategies for teachers 	All Five Program Areas	Cost to be covered within existing structures
Computer Technology	<ul style="list-style-type: none"> Pre-designated professional development class to provide better curriculum with blackboard 	All Five Program Areas	\$3,000

TABLE 6.1: Current Professional Development			
Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Use of New Technology	<ul style="list-style-type: none"> Training on various technology that can enhance teacher lessons and activities such as LCDs, Docucam, and Enterprise 	All Five Program Areas	\$3,000
California Common Core State Standards (CCCSS)	<ul style="list-style-type: none"> Overview of the CCCSS Review of the importance of CCCSS and implementation of these new standards How CCCSS helps students learn 	All Five Program Areas	\$7,500
ASAP (Attendance System)	<ul style="list-style-type: none"> Bring the AE and PC data technicians together to review what reports that we have in common and use universally 	All Five Program Areas	\$3,000
Advisory Committees	<ul style="list-style-type: none"> Garner input from industry for current and emerging technologies to update program and guide guidance for industry needs 	CTE	\$15,000
ESL Teaching Training	<ul style="list-style-type: none"> Regional face-to-face workshops that provide teachers opportunity to learn best practices and different instructional strategies that have had a positive impact on students How to implement new strategies learned 	ESL	\$7,500
ESL Curriculum Rewrite to include CCRS	<ul style="list-style-type: none"> Blended learning face-to-face meetings and webinars 	ESL	\$8,000
Contextualized Learning	<ul style="list-style-type: none"> Learn about contextualized teaching and learning Benefits of using this instructional method Different ways to incorporate contextualized learning in curriculum 	CTE	\$8,120
Peer to Peer Learning	<ul style="list-style-type: none"> Teachers collaborate and share their best practices This can be done with all of the partners in the 	All Five Program Areas	\$9,000

TABLE 6.1: Current Professional Development			
Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
	consortium		
Scaffolds	<ul style="list-style-type: none"> • Learn about Scaffolds • Benefits of using Scaffolds • Different ways to incorporate scaffolds in curriculum: show/tell, KWL Charts, Visual Aids, Pause ask Questions, Pause Review 	All Five Program Areas	\$8,120
Blended / Online Learning	<ul style="list-style-type: none"> • Learn about blended and online learning • Benefits of using blended and online learning • Different ways to incorporate blended and online learning in the classroom 	All Five Program Areas	\$8,120
Acceleration of Basic Skills	<ul style="list-style-type: none"> • Learn strategies to integrate basic skills in core curriculum 	All Five Program Areas	\$8,120

Proposed Collaborative Development

Relying on feedback from teachers, collected data and discussions with the PAC groups and Leadership Council members resulted in the identification of key PDs that we believe will result in the successful implementation of our Plan to recreate adult education so it is accessible to all adult learners in our region. When teachers were asked what PD they feel would be most valuable, articulation (54%), use of technology (52%), and career pathways (51%) were the top three choices. Additionally, the top two instructional strategies that they would like to see more of are I-BEST (44%) and learning communities (42%). The planned collaborative professional development topics that we feel are necessary for our AE and PC schools are listed below and described in detail in Table 6.2.

- Articulations
- Career / educational pathways
- Dual enrollment
- Blended and online learning
- Flipped classroom
- I-BEST
- Contextualization
- Differentiation
- Integration of basic skills in core curriculum
- Vocational English as a second language (VESL)
- Student portfolios
- Student support services
- Special populations
- Collecting and analyzing student data

Summary of Objective #6

Our current assessment of the critical future professional development focuses on curriculum, student support services, instructional strategies, and data collection and analysis. It is a cost effective, collaborative model that would involve all partners and to ensure coherent and aligned services, programs and instruction across providers and educational levels.

The proposed PD programs create a strong foundation for our plan to thrive and eventually grow into a holistic, relevant and student-centered comprehensive system for the San Diego North Adult Education Partnership.

Our plan is to videotape live PDs in order to create webinars for future use for teachers who may not have been able to attend a particular professional development. This would will allow any teacher to review them when needed, maximizing teacher's access and allowing for staffing transitions.

TABLE 6.2: Collaborative SDNAEP Professional Development			
Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Fostering Collaboration Between AE and PC	<ul style="list-style-type: none"> • Review the history of adult education, AB86 Grant, and the new future of adult education. • Create team building activities that foster collaboration and partnership. • Discuss future collaboration and impact on student learning. • Participants: Adult Education K-12 (AE) and PC Instructors and Staff • Delivery Mode: In-person workshop • Three PDs per year 	All Five Program Areas	\$20,300

TABLE 6.2: Collaborative SDNAEP Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Student Support Services	<ul style="list-style-type: none">• Review the career and aptitude software program and how to analyze the results.• Learn how to create, use and update the educational plan and addendum for students with disabilities.• Learn about job search workplace behavior curriculum and how to integrate lesson into the core curriculum.• Learn about college success curriculum and how to integrate this lesson into the core curriculum.• Learn the academic and soft skills required to succeed at postsecondary education and integrating these skills into the core curriculum.• Provide an overview of types of available social service and other resources in the community for students who might need assistance.• Review use of reference guide and web portal of resources.• Participants: AE and PC Student Support Services Personnel• Delivery Mode: In-person and Webinar• Three PDs per year.	All Five Program Areas	\$20,300

TABLE 6.2: Collaborative SDNAEP Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Special Populations	<ul style="list-style-type: none">• Review the diversity of our student population: ELL, migrant workers, immigrants, Native Americans, adults with disabilities, and living below poverty.• Sensitivity training to enhance instructors and staff's ability to work with our diverse student population more effectively.• Discuss the impact of these characteristic on student learning.• Review strategies to meet the special needs of these students, including accommodations and assistive devices.• Discuss the type of instructional models or strategies that might work best for these students.• Inform teachers about the Americans with Disability Act and student's right to accommodations.• Review support services including DRC from PC and DOR.• Review referral process and accommodations request process.• Participants: AE and PC Instructors and Staff• Delivery Mode: In-person workshops and Webinar• Two PDs per year.	All Five Program Areas	\$13,534

TABLE 6.2: Collaborative SDNAEP Professional Development			
Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Collecting and Analyzing Student Data	<ul style="list-style-type: none"> • Consortium-Wide professional development for all data technicians and administrators in the SDNAEP focusing on uniform procedures of collecting data, reporting data, determining data points, and information needed to be collected. • Participants: AE and PC Data Technicians and Administrators • Delivery Mode: In-person workshops • Two PDs per year. 	All Five Program Areas	\$13,534
	<ul style="list-style-type: none"> • Consortium-Wide professional development for all data technicians and administrators in the SDNAEP focusing on developing a data tracking system for consistent data information • Participants: AE and PC Data Technicians and Administrators • Delivery Mode: In-person workshops • Two PDs per year. 	All Five Program Areas	\$13,534
Increasing PC counselor knowledge on noncredit programs and student needs	<ul style="list-style-type: none"> • Provide PC counselors information on CTE and apprenticeship training including articulations and pathways. • Discuss labor market survey and economic trends and how they relate to CTE and apprenticeship programs • Review program criteria's for entry into apprenticeship programs. • Participants: AE and PC Student Support Services Personnel • Delivery Mode: In-person workshops and Webinar • Two PDs per year. 	All Program Areas	\$13,534

TABLE 6.2: Collaborative SDNAEP Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Student Portfolios, Student Contracts, and Student Goals	<ul style="list-style-type: none">• Review the impact that student portfolios have on students.• Learn how to create a student portfolio and the information that can be included.• Determine grading criteria.• Review the impact that student contracts have on student accountability.• Review the process and use of student contracts.• Review the research behind goal setting and have teachers work tougher to create goal sheets for the different levels in ESL.• Participants: AE ESL Instructors• Delivery Mode: In-person workshops and Webinar• Two PDs per year.	ESL	\$13,534
Vocational English as a Second Language (VESL)	<ul style="list-style-type: none">• Review the definition of VESL and how it impacts student learning.• Learn how to integrate work base behaviors and basic skills.• Participants: AE ESL Instructors• Delivery Mode: In-person workshops and Webinar• One PD per year	ESL	\$6,767

TABLE 6.2: Collaborative SDNAEP Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Articulation	<ul style="list-style-type: none"> • Review the definition of articulation, their purpose, and positive impact on students • Instructions on the step-by-step process of creating articulations • AE and PC instructors collaborate together to create, review and align similar classes – • Participants: AE and PC Instructors and administrators • Delivery Mode: In-person workshops and Webinar • 3 times per year 	ABE/ASE, CTE	\$20,300
Career and Educational Pathways	<ul style="list-style-type: none"> • Review the definition of career and educational pathways and positive impact students. • Overview of labor market, job opportunities, required skills and education in the industries that we prepare students to eventually find employment. • Integrate “real activities” into the core curriculum throughout the class rather than waiting at the end for an internship. • Instructions on the step-by-step process of creating pathways. • AE and PC instructors collaborate together to create review and align similar classes. • Participants: AE and PC Instructors and administrators • Delivery Mode: In-person workshops and Webinar • Three PDs per year 	All Five Program Areas	\$20,300

TABLE 6.2: Collaborative SDNAEP Professional Development			
Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Dual Enrollment	<ul style="list-style-type: none"> Review definition of dual enrollment and how it can support student learning. Collaboration between AE and PC to determine which classes are eligible for dual enrollment. Participants: AE and PC Instructors Delivery Mode: In-person workshops and Webinar Three PDs per year. 	All Five Program Areas	\$20,300
Blended Learning / Online Learning	<ul style="list-style-type: none"> Review definition of blended learning / online learning and how it can support student learning, learn about the various online curriculum and platforms available, practice using online curriculum and/or platforms (Moodle). Participants: AE and PC Instructors Delivery Mode: In-person workshops and Webinar Two PDs per year. 	All Five Program Areas	\$13,534
Flipped Classroom (Non-Traditional Classroom)	<ul style="list-style-type: none"> Review definition of flipped classes and how it can support student learning. Learn about the activities and creating homework via video/Internet, pilot flipped classroom instructional strategy. Participants: AE and PC Instructors Delivery Mode: In-person workshops and Webinar Two PDs per year. 	All Five Program Areas	\$13,534

TABLE 6.2: Collaborative SDNAEP Professional Development

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
I-BEST Model	<ul style="list-style-type: none"> • Review definition of I-BEST Model and how it can support student learning. • Learn about team teaching and how to integrate basic skills within a core curriculum. • Pilot one class using I-BEST model. • Participants: AE and PC Instructors • Delivery Mode: In-person workshops and Webinar • Three PDs per year. 	All Five Program Areas	\$20,300
Contextualization	<ul style="list-style-type: none"> • Review definition of contextualization and how it can support student learning. • Review sample activities that compliment contextualized learning. • Create lesson plan to pilot this instructional strategy into the classroom. • Participants: AE and PC Instructors • Delivery Mode: In-person workshops and Webinar • Two PDs year. 	All Five Program Areas	\$13,534
Differentiation	<ul style="list-style-type: none"> • Review definition of differentiation and how it can support student learning. • Review activities that compliment differentiation learning. • Participants: AE and PC Instructors • Delivery Mode: In-person workshops and Webinar • Two PDs per year. 	All Five Program Areas	\$13,534

TABLE 6.2: Collaborative SDNAEP Professional Development			
Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Integration of Basic Skills in Core Curriculum	<ul style="list-style-type: none"> • Learn the necessary skills students must develop in order to be successful at PC. • Learn about basic skills and creating a foundation for students. • Integrating skills needed to be successful at PC within core curriculum. • Integrating basic skills in core curriculum in all program areas. • Participants: AE and PC Instructors • Delivery Mode: In-person workshops and Webinar • Two PDs per year. 	All Five Program Areas	\$13,534
Learning Communities	<ul style="list-style-type: none"> • Learn about learning communities and the impact they have on student learning and achievement. • Review the process of creating a learning communities and the curriculum that can be used to encourage student growth. • Participants: AE and PC Instructors • Delivery Mode: In-person workshops and Webinar • Two PDs per year. 	All Five Program Areas	\$13,534

OBJECTIVE 7: PLANS TO LEVERAGE EXISTING REGIONAL STRUCTURES

Plans to leverage existing regional structures, including, but not limited to, local investment areas.

Synopsis: Plans to leverage existing structures and resources are listed. A diagram displaying existing relationships of organizations in the region is provided. A list of 37 partner organizations with their specific contributions to the SDNAEP is provided.

Partnerships in the Region

The ability to leverage existing regional structure is built upon an historic tradition of collaboration among educational institutions, governmental agencies and nonprofit organizations.

San Diego County is known throughout the State for the cooperation among educational systems. Within the SDNAEP, there is a long history of collaboration and cooperation among Palomar College (PC) and the K-12 districts within its boundaries.

All of these providers, including Palomar College, have had long term partnerships as members of the San Diego County Regional Occupational Program and met monthly as part of the North County Council for that group. In addition, Palomar has partnered with the school districts on numerous efforts, including SB70 for Faculty and Counselor Work Experience, SB1070 for Regional Career Technical Education Pathways, a National Science Foundation (NSF) grant for the implementation of a Geographic Information Systems (GIS) career pathway, and the California Career Pathways Trust Grant.

Although not previously formally defined by a single specific structure, entities with roles to play along the continuum of adult literacy, education and training, workforce development and employment have come together to collaborate and respond to regional needs and initiatives since the 1950's. These entities include K-12 school districts, community colleges, four-year universities, the San Diego County Office of Education, the San Diego Workforce Partnership (SDWP), and our local Workforce Investment

Board. Also included are literacy coalitions, local libraries, regional and local chambers of commerce and economic development councils, the Employment Development Department, Health and Human Services Department, the Department of Rehabilitation, a variety of community-based organizations, representatives from public services (police and probation), and representatives from local legislators' offices.

Initiatives and needs addressed by these collaborations have encompassed both the CCCC Region X, "super-region", of San Diego and Imperial Counties as well as smaller sub-regions, such as the inland north San Diego County region.

In the context of this historic and ongoing collaboration, the members of the San Diego North Adult Education Partnership (SDNAEP) are currently actively engaged in a variety of other existing regional structures. Taken together, these linkages provide communication and sharing of resources.

For example, in terms of regional collaboration, Palomar College is a member of the San Diego and Imperial Counties Community College District Association (SDICCCA) and our local consortium for the Doing What Matters initiative. SDICCCA and the SDWP jointly sponsored labor market research to identify San Diego County's priority and emerging industry sectors.

Local Adult Education directors from both community colleges and K-12 adult schools had met regularly for many years, forming the San Diego Adult Administrators Association (SDAAA). This SDAA group has slowly become less active; however, as a result of the AB86 initiative, there is renewed discussion of reviving that organization.

Local K-12 Career Technical Education (CTE) directors (many of whom also oversee their district's adult education programs), participate in the North County CTE Coordinating Council and are partners, along with their community college district colleagues, in the San Diego County SB 1070 Initiative to create seamless career-technical education pathways.

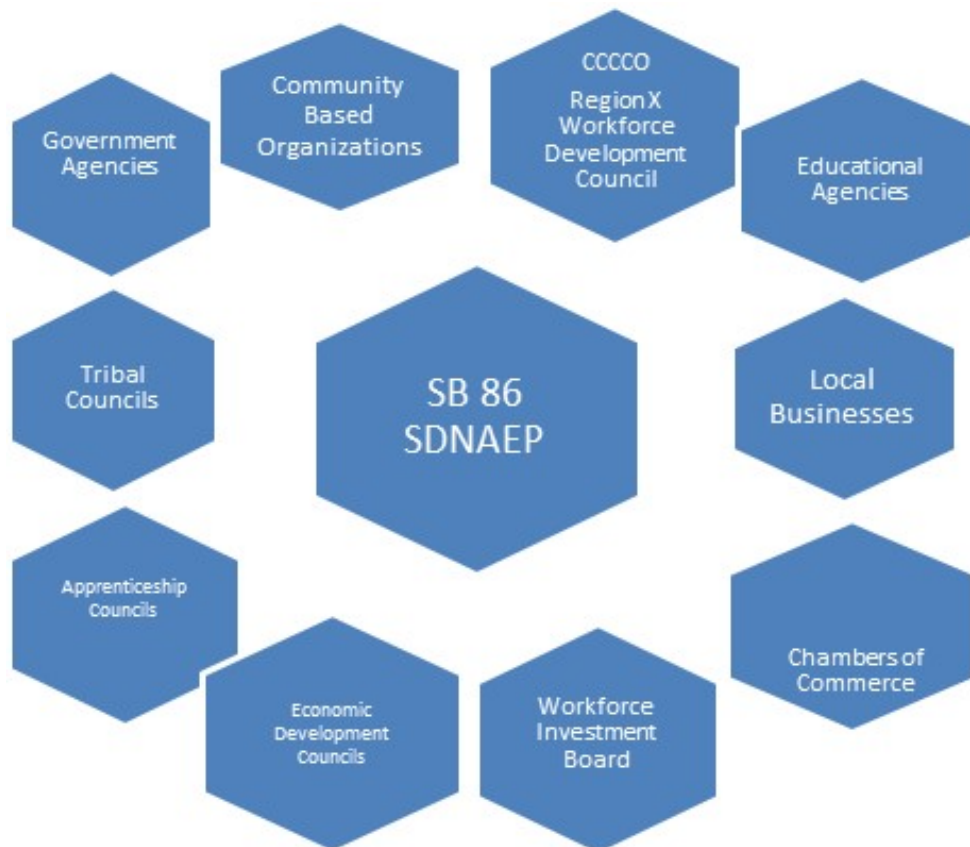
In response to the recent California Career Pathways Trust requests for applications, San Diego County representatives from the majority of the entities listed above have formed the San Diego County College and Career Readiness Consortium, a county-wide network of high school and community college districts that includes 116 high schools and eight community colleges with dozens of satellite campuses throughout San Diego County.

Additionally, our consortium members serve on numerous other local committees, service organizations, and boards, including the Education Committees of our local chambers of commerce and the Escondido Education COMPACT. This fosters collaboration, across organizations, within the Palomar Community College District service area.

With this experience and the longstanding mutually helpful relationships among partners, SDNAEP members are committed to sharing information, leveraging resources, and working together to align and strengthen the network of services provided to adult education students. The connections members have to the organizations and councils listed above are vital in positioning SDNAEP to be responsive to our region's educational and economic needs (See Figure 25).

Figure 25

Collaboration in SDNAEP Area



Commitment to Collaborate

At the January Regional Planning Summit, antedeeswere asked to declare their intent to future participation in on-going collaboration to meet the needs of our region’s adult learners. Commitment areas for future involvement include: participation on advisory council; inter-agency referrals; legislative advocacy; guest speakers in classrooms; industry tours; mentors for students; internships for students; externships for teachers; donations of new and used equipment; childcare; facilities; and transportation. This listing of identified community partners and their commitments is provided in Table 7.1.

Next Steps for Partner Involvement

We plan to formalize the structures for on-going collaboration and partnership in the region. This will address the needs not only for this AB 86 effort, but also support the efforts of similar area initiatives such as SB 1070, California Career Pathways Trust, Doing What Matters, 3SP (Student, Success and Support), Perkins IV, and the Basic Skills Initiative. As a county, we have intend to bring the five AB86 Consortia together to identify common needs and work collaboratively with partners on a county-wide scale.

To leverage impact on current regional efforts in the nonprofit and governmental agency environment, next steps will include assigning members to represent our consoritum on specific relevant boards and groups in the region and count to share acquired information in on-going leadership council meetings.

To provide governance and also to provide channels to leverage resources, SDNAEP will also convene its advisory committee at least quarterly. This advisory committee will address student needs as well as economic needs of the community.

The SDNAEP intends to hire a Partnerships Coordinator who will be responsible for convening the partnership advisory committee, developing a referral process, establishing and maintaining a partners database, continuing the work to identify and meet gaps and needs, and recruiting partners to address those gaps and needs.

Position Title	Job Description	Estimate of Costs
Partnerships Coordinator Shared among all AE sites and PC	<ul style="list-style-type: none">• Convenes adviosry committee• Develops referral process for students• Establish and maintain database of partners• Address gaps and needs• Recruit Partners	\$100,000

In order continually assess gaps and needs and build partnerships, the SDNAEP will take the following steps:

1. Continue to convene Program Area Councils. (Program Area Councils will also strengthen the partnership among the members of the consortium.)
2. Continue to convene our Regional Advisory Committee. Membership on this committee includes faculty, staff and students from K-12 school districts, community colleges, and four-year universities, the San Diego County Office of Education, the San Diego Workforce Partnership (SDWP), our local Workforce Investment Board, literacy coalitions, local libraries, regional and local chambers of commerce and economic development councils, the Employment Development Department, Health and Human Services Department, the Department of Rehabilitation, a variety of community-based organizations, representatives from public services (police and probation), and representatives from local legislators' offices.
3. Continue to convene our Leadership Council and assign particular members to represent the consortium at other regional meetings and to report back at regular Leadership Council meetings. This will allow us to leverage existing structures already in place in our county.
4. Convene a Super-Region Advisory Committee to involve partners with a county-wide role (such as Department of Corrections, Department of Rehabilitation, etc). The purpose of this advisory is to include representatives from other similar education, training and workforce development initiatives.

See Figure 26 below for the system of communication planned for the SDNAEP.

Figure 26

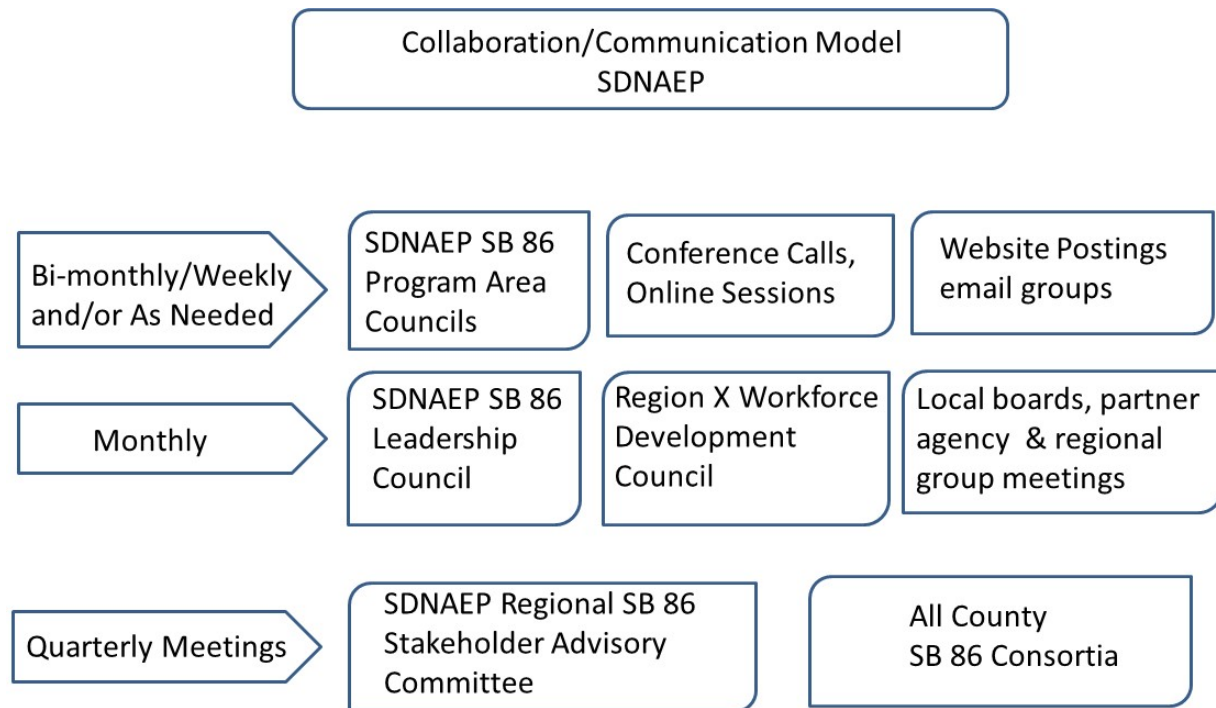


Table 7.1: Leverage of Existing Regional Structures

Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
Masonry Industry Training Association	Apprenticeship Council	CTE, Apprenticeships	Guest Speakers Donation of Equipment	K12 Adult Schools/Palomar College	In-kind (staff time) Cash	9/2014 and On-going
San Diego Electrical Training Trust	Apprenticeship Council	CTE, Apprenticeships (and All)	Participation on Advisory Council Guest Speakers Industry Tours	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
San Diego Sheetmetal Training Center	Apprenticeship Council	CTE, Apprenticeships (and All)	Participation on Advisory Council Guest Speakers Industry Tours	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Southwest Carpenters Training Fund	Apprenticeship Council	CTE, Apprenticeships (and All)	Participation on Advisory Council Guest Speakers Industry Tours	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Escondido Chamber of Commerce	Chamber of Commerce	CTE (and All)	Participation on Regional Advisory Council Labor Market Information Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going

Table 7.1: Leverage of Existing Regional Structures						
Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
North San Diego Business Chamber	Chamber of Commerce	CTE (and All)	Participation on Regional Advisory Council Labor Market Information Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Poway Chamber of Commerce	Chamber of Commerce	CTE (and All)	Participation on Regional Advisory Council Labor Market Information Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Vista Chamber of Commerce	Chamber of Commerce	CTE (and All)	Participation on Regional Advisory Council Labor Market Information Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Amity Ranch	Community Based Organization	All	Referrals Facilities	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Community Members	Community Based Organization	All	Participation on Advisory Councils	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Escondido Education COMPACT	Community Based Organization	All	Participation on Advisory Council Inter-agency referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going

Table 7.1: Leverage of Existing Regional Structures						
Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
Future Focus	Community Based Organization	All	Participation on Advisory Council Mentors for Students Externships for Teachers	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Goodwill Industries	Community Based Organization	All	Participation on Regional Advisory Council Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Interfaith Community Services	Community Based Organization	All	Student Referrals Student Scholarships	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Julian Pathways	Community Based Organization	All	Interagency Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
North County Lifeline, Inc.	Community Based Organization	All	Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
San Diego Council on Literacy	Community Based Organization	All	Participation on Regional Advisory Council/Interagency Referrals/Internships	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going

Table 7.1: Leverage of Existing Regional Structures						
Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
North County Economic Development Council	Economic Development Council	CTE (and All)	Participation on Regional Advisory Council Labor Market Information Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
San Marcos Economic Development Council	Economic Development Council	CTE (and All)	Labor Market Information Guest Speakers	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
City of Escondido	Government	All	Referrals Marketing Internships	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
City of Poway	Government	All	Referrals Marketing Internships	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
City of San Marcos	Government	All	Referrals Marketing Internships	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
City of Vista	Government	All	Referrals Marketing Internships	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Heritage Senior Care	Local Business	All	Participation on Advisory Council/Guest Speakers	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going

Table 7.1: Leverage of Existing Regional Structures

Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
Mission Federal Credit Union	Local Business	All	Participation on Regional Advisory Guest Speakers Donation of Equipment Scholarships	K12 Adult Schools/Palomar College	In-kind (staff time) Cash	9/2014 and On-going
Wells Fargo Bank	Local Business	CTE / All	Participation on Advisory Council Legislative Advocacy Guest Speakers	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Assembly Member Rocky Chavez	Local Legislator	All	Legislative Advocacy Guest Speakers	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Department of Corrections	Public Agency	All	Participation on Regional Advisory Council Interagency Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Department of Rehabilitation	Public Agency	Adults with Disabilities	Participation on Regional Advisory Council Interagency Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going

Table 7.1: Leverage of Existing Regional Structures

Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
Escondido Union School District	Public Agency	ESL (and All)	Facilities	K12 Adult Schools/Palomar College	In-kind (facilities)	9/2014 and On-going
Health and Human Services Agency (CalWORKs)	Public Agency	All	Participation on Regional Advisory Council Interagency Referrals	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Public Libraries (including Vista, Escondido, Ramona, Poway, Rancho Penasquitos, and Julian)	Public Agency	All	Interagency Referrals Facilities Facilitate communication with remote part of the region	K12 Adult Schools/Palomar College	In-kind (staff time and shared use of facilities)	9/2014 and On-going
Pala Tribal TANF	Tribal Council	All	Interagency Referrals Financial Assistance for Eligible Tribal Members	K12 Adult Schools/Palomar College	In-kind (staff time)	9/2014 and On-going
Pauma Band of Indians	Tribal Council	Adult Secondary Education	Interagency Referrals Financial Assistance for Eligible Tribal Members	K12 Adult Schools/Palomar College	In-kind (staff time) Cash	9/2014 and On-going

Table 7.1: Leverage of Existing Regional Structures

Partner Institution Supporting Regional Consortium	Type of Organization	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterparts *	Partner Contribution **	Timeline
San Pasqual Education Department	Tribal Council	Adult Secondary Education	Interagency Referrals Financial Assistance for Eligible Tribal Members	K12 Adult Schools/Palomar College	In-kind (staff time) Cash	9/2014 and On-going
Two Directions (Rincon Band of Indians TANF)	Tribal Council	Adult Secondary Education and CTE	Interagency Referrals Financial Assistance for Eligible Tribal Members	K12 Adult Schools/Palomar College	In-kind (staff time) Cash	9/2014 and On-going
San Diego Workforce Partnership (WIB) and the North County Coastal Career Center	Workforce Investment Board	CTE (and All)	Participation on Regional Advisory Council Referrals Labor Market Information Financial Assistance for Eligible Students for Approved CTE Programs	K12 Adult Schools/Palomar College	In-kind (staff time) Cash(when available, for eligible students/programs through individual training accounts with the ETP)	9/2014 and On-going

CONCLUSION

Synopsis: To address current needs and to improve the quality of AE programs, five priorities are identified. These priorities provide the lens through which all of the strategies proposed in this document will be viewed.

The priorities are matched to the themes identified in the earlier assessment of needs and gaps. The need for funding that is dedicated to AE is explained.

A projection of future increased funding is provided to address the capacity building required to begin to address unmet needs in the region.

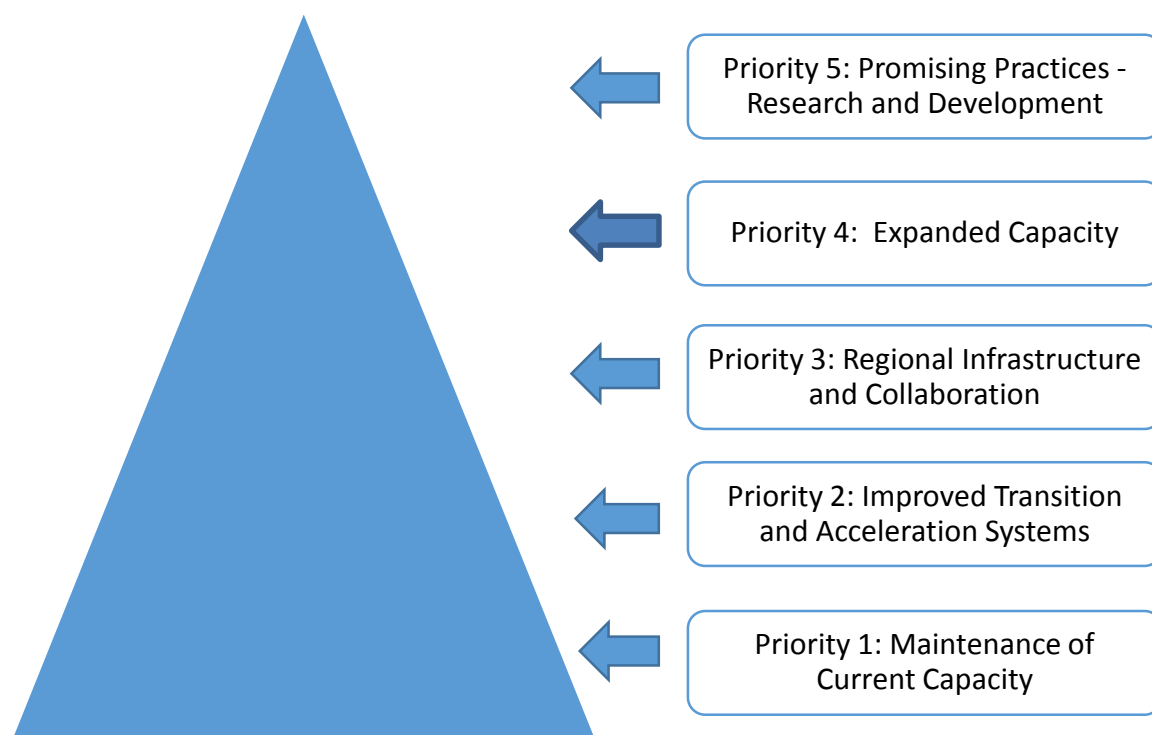
Over the past 15 months, the San Diego North Adult Education Partnership has engaged in a thoughtful and strategic process to examine adult education in our region as defined by AB86. With extensive involvement from our community, the Partnership members have considered data, testimony and feedback from faculty, staff, students, partner organizations and other key stakeholders. As a result, the Partnership has established the following priorities, in order of importance, for future investment in our adult education programs:

- Priority 1: Maintenance of Current Capacity
- Priority 2: Improved Transition and Acceleration Systems
- Priority 3: Regional Infrastructure and Collaboration
- Priority 4: Expanded Capacity
- Priority 5: Promising Practices Research and Development

These priorities were established to do two things: first, to better address the current level of need for adult education in our region; and second, to improve the quality and adequacy of the adult education services provided.

Figure 27

SDNAEP Priorities



Careful review of SDNAEP findings, from research, summit meetings and surveys of stakeholders, identified twelve themes based upon the gaps that emerged. These themes included: Loss of Capacity to Serve Adult Learners; Lack of Access to Adult Education Programs and Services; Need for Student Support Services to Address Barriers To Learning; Student Support Services to Assist in Identifying Educational; Student Data Collection and Analysis; Awareness and Perception of Adult Education Programs; Job Readiness and Workplace Behaviors; Academic and Study Skills; Transition from Adult Education to Palomar College; ESL Transition Process from AE to Higher ESL Levels and Workforce; Programs and Services for Adults with Disabilities and Standard Basic Skills Assessment for Apprenticeship Programs. The relationship of these themes to the SDNAEP Priorities is provided in Figure 28.

Figure 28:

Crosswalk of SDNAEP Priorities and Themes

	Priorities				
	Priority 1. Maintenance of Current Capacity	Priority 2. Improved Transition and Acceleration Systems	Priority 3. Regional Infrastructure and Collaboration	Priority 4. Expanded Capacity	Priority 5. Promising Practices- Research and Development
Themes	A. Loss of Capacity to Serve Adult Learners	X			
	B. Lack of Access to AE Programs and Services		X	X	
	C. Need for Student Support Services: Barriers to Learning	X			
	D. Need for Student Support Services: Identify Education and Career Goals	X			
	E. Student Data Collection				X
	F. Awareness and Perception of AE	X	X	X	X
	G. Job Readiness and Workplace Behaviors	X			
	H. Academic and Study Skills	X			
	I. Transition from AE to Palomar College	X			
	J. ESL Transition to Higher ESL Levels and Workforce	X			
	K. Programs and Services for Adults with Disabilities	X			
	L. Standard Basic Skills Assessment for Apprenticeship	X			

The specific strategies to remedy the gaps were identified throughout this document and summarized in Objective Four. This is an extensive “To Do” list, but one that has been agreed upon by each SDNAEP member.

By leveraging our community and educational resources, and creating a joint k-12 Adult and Community College system for Adult Education, we will eliminate duplication of services and costs, wherever possible, and streamline data collection and program review for more effective management. Using these proposed strategies, we will provide ready access for adults to vital educational programs and services and provide streamlined programs of study that accelerate learning to make the most efficient use of limited adult student time. We will also make the transition to higher education and/or employment seamless and achievable for our students. This will foster economic growth for adult learners and for the region. Ultimately, we will reinvent Adult Education by expanding, refining and Adult Education programs and services for the entire SDNAEP region.

All of this can be accomplished, but to do so, a dedicated funding stream must be ensured. In anticipation of this, the SDNAEP proposes a Four Year Funding Model.

Four Year Budget Plan

The SDNAEP has developed a four-year funding model that focuses on the associated costs to address the unmet need of service by program area. This model is based on three premises:

- The identified need by program area in the Consortium, and the extent to which the consortium is meeting that need, as a percentage based on enrollment data
- The current expenditures incurred by each consortium member by program area
- A four-year plan to reflect increases in enrollment by 2.5% for each of three years beginning in 2016-2017 with the exception of the apprenticeship program with growth in smaller increments

For the purpose of consistent reporting of operational costs by consortium members, expense data was derived from Table 1.1A. For the 2015-2016 the reported expenses for 2013-2014 are used as the baseline since these are the anticipated expenditures for 2014-2015 as a requirement of Maintenance of Effort. The same expenditures and

enrollment figures are used for 2015-2016 to meet the proposed requirements of Maintenance of Capacity.

Table 17 below is a four-year projection by program area that identifies current need/potential demand. The 2015-2016 school year is the baseline; however, the enrollment data for 2013-2014 is used since this is the last year that data is currently available. Since the K-12 districts are required to meet the Maintenance of Effort of the 2012-2013 school year, and since the Consortium has identified that Maintenance of Capacity is the priority for future funding, it is safe to assume that enrollments in 2015-2016 should be relatively close to those of 2013-2014.

Table 17 (Demand Versus Gap in Service Based on 2013-2014 Enrollment Data)

Program Area	**Need Served (%)	*Potential Demand	Potential Served	Remaining Gap
ABE/ASE 2015-2016	4.4%	115,579	5,139	110,440
2016-2017	6.9%	110,440	7,620	102,820
2017-2018	9.4%	102,820	9,665	92,855
2018-2019	11.9%	92,855	11,050	81,805
ESL 2015-2016	2.2%	324,838	7,276	317,562
2016-2017	4.7%	317,562	14,925	302,637
2017-2018	7.2%	302,637	21,790	280,847
2018-2019	9.7%	280,847	27,242	253,605
CTE 2015-2016	2.5%	125,731	3,221	122,510
2016-2017	5.0%	122,510	6,125	116,385
2017-2018	7.5%	116,385	10,475	105,910
2018-2019	9.0%	105,910	9,532	96,378
AWD 2015-2016	.4%	79,048	343	78,705
2016-2017	2.9%	78,705	2,282	76,766
2017-2018	5.4%	76,766	4,415	72,621
2018-2019	7.9%	72,621	5,737	66,884

Apprenticeships 2015-2016	1.4%	125,731	1,784	123,947
2016-2017	1.4%	123,947	1,731	122,216
2017-2018	1.65%	122,216	2,017	120,199
2018-2019	2.15%	120,199	2,585	117,614

*Source Data: AB86 Sample Demographic Data

** Incremental increase of 2.5% each year beginning in 2016-2017 for all program areas except apprenticeships. Incremental increases for this program begin in 2017-2018 at .25% and the following year at .50%. Consortium members believe the rate of growth for the apprenticeship program is very much dependent on the capacity levels of specific industry associations and partners and the slower acceleration in growth is more realistic.

Table 18 below summarizes the plan's estimated costs for each program area, consortium-wide. Fiscal year 15-16 is based on 2013-2014 funding levels. The remaining fiscal years are based on projected enrollments multiplied by \$935, the current per pupil spending levels across all members of the Consortium with the exception of the apprenticeship program. The current per pupil funding level is \$3,355, and this amount is used through 2018-2019.

Table 18: (Projected Scale-Up Capacity Costs by Program Area)

Program Area	FY15-16	FY16-17	FY17-18	FY18-19
ABE/ASE	3,732,495	7,124,700	9,036,775	10,331,750
ESL	5,143,685	13,954,875	20,673,650	25,471,270
AWD	543,353	2,133,670	4,128,025	5,364,095
CTE	1,127,765	5,726,875	9,794,125	8,912,420
Apprenticeships	6,009,295	6,009,295	6,767,035	8,672,675
TOTALS	6,616,593	34,949,415	50,399,610	58,752,210

Table 18 above calls for increasing the supply of adult education services over the next four years and presumes increased funding at substantial levels. However, as Table 16 demonstrates an extremely high level of unmet need will persist even with significant increases in funding. Both tables above also suggest that duplicated effort across all program areas may be necessary; nonetheless, all consortium members and partners should be strategic in the delivery of services so as to avoid unnecessary duplication of services. It should also be noted that Palomar College has options for growth funding

that the K-12 adult school partners do not have. For example, the reimbursement level for non-credit adult education programs will increase in July 2015; this will provide Palomar College with additional funds to maintain its current level of service and will offer an incentive to expand non-credit programs. Palomar College is also operating at below its cap, so it currently has the ability to expand its services. K-12 Adult Schools, on the other hand, have no options within the current structure for continued service or for growth.

The Partnership's first priority in funding is to ensure that its member institutions are able to maintain their 2013-2014 capacity in 2015-2016 providing the ability to serve the same number of adult learners across all program areas. Although the estimated costs for the implementation of NSDAEP plan presumes a high level of funding, the Partnership is prepared and willing to demonstrate outcomes that will warrant this new investment.

GLOSSARY OF ACRONYMS

Adult Basic Education	ABE
Adult Education	AE
Adult Secondary Education	ASE
Adults with Disabilities	AWD
Association for Career and Technical Education	ACTE
Bureau Labor of Statistics	BLS
Borrego Unified School District	BUSD
California Community Colleges	CCC
California Community College Chancellor's Office	CCCCO
California Department of Education	CDE
California High School Exit Exams	CAHSEE
Career Technical Education	CTE
Combined English Language Skills Assessment	CELSA
Common Career Technical Core Standards	CCTC
Community College	CC
Comprehensive Adult Student Assessment System	CASAS
Department of Rehabilitation	DOR
Distance Learning	DL
Disability Resource Center	DRC
California Division of Apprenticeship Standards	DAS
Employment Development Department	EDD
English Language Learners	ELL
English as a Second Language	ESL
Escondido Adult School	EAS
Escondido Union High School District	EUHSD
Fallbrook Union High School District	FUHSD
General Education Development	GED
Geographic Information System	GIS
High School Diploma	HSD
Individualized Graduation Plan	IGP
Independent Study	IS
Julian Union High School District	JUHSD
Maintenance of Capacity	MOC
National Assessment of Adult Literacy	NAAL
National Survey Foundation	NSF
Program Area Council	PAC
Palomar College	PC
Poway Adult School	PAS
Poway Unified School District	PUSD
Professional Development	PD
Ramona Unified School District	RUSD
Regional Occupational Program	ROP

San Diego Health and Human Services Agency	SDHHSA
San Diego Imperial Counties Community College District Association	SDICCCDA
San Diego North Adult Education Partnership	SDNAEP
San Diego Workforce Partnership	SDWP
San Marcos Unified School District	SMUSD
Tests of Adult Basic Education	TABE
Vista Adult School	VAS
Vista Unified School District	VUSD
Vocational English as a Second Language	VESL
Warner Springs Unified School District	WPUSD

APPENDICES

Appendix A: SDNAEP Planning Document

1. ORGANIZATIONAL STRUCTURE

The AB 86 Planning Consortium for the Palomar Community College District includes the K-12 districts of Borrego Springs, Escondido, Poway, San Marcos, and Vista. The Warner Springs, Fallbrook, Julian, Valley Center and Ramona high school districts also lie within the 2,255 square mile Palomar Community College District but currently are not members of the Consortium. Those districts may be included as participating partners in the future.

There is a long history of collaboration and cooperation among the community college and the K-12 Districts within its boundaries. The following programs and activities demonstrate the shared commitment to remove educational barriers, to leverage resources and to strengthen the educational delivery system.

- The superintendent / president of the college and the superintendents of the high school districts meet regularly to discuss shared concerns and develop strategies to better serve the region's population.
- Four middle schools and eight high schools currently partner with Palomar on the Federal grant program "Gaining Early Awareness and Readiness for Undergraduate Programs" (GEAR UP).
- Palomar College's Educational Opportunities Center acts as the regional transition partner to provide assistance to adults who want to enter a program of post-secondary education. The services of the Center include assistance with admissions, financial aid and academic support.
- Over eighty high school courses are articulated with Palomar courses.
- Several articulation agreements exist between the adult schools and Palomar College.
- Each semester, Palomar College hosts a Career Day for high school and adult students to visit the college campus to become familiar with the campus and to explore post-secondary educational and training options.
- Staff from member districts serve on each other's advisory committees and have collaborated successfully on SB 70 grants and special projects over the years.
- Each semester, the college hosts a conference for all counselors from the K-12 districts to facilitate transition from secondary to post-secondary options.
- Joint job fairs and special outreach activities are scheduled regularly among the institutions.

In addition to the relationships described above, Palomar operates centers or sites throughout the region and works closely with the K-12 partners to provide needed classes for specific areas. The Palomar College Escondido Center has a large ESL program and offers classes for both adults and dually enrolled high school students.

The college currently leases space from Fallbrook High School to offer evening classes. On a smaller scale, and when there is a need, the college offers evening classes within the Ramona Unified School District and Poway Unified School District. These relationships provide the opportunity for both systems to collaborate and to develop programs and services designed to meet the unique needs of each community. The examples cited above not only demonstrate that strong working relationships already exist among the members of the Consortium, but set a positive tone for the future.

As stated above, partners have not been confirmed for this project. However, all of the districts have strong partnerships with other agencies and organizations. Among them are Escondido Education Compact, the Palomar College Apprenticeship Sponsors (the local Carpenter's Union, the International Brotherhood of Electrical Workers, and the Sheet Metal Workers Union), major social service agencies in the region, municipalities in the area, the transit agencies, Chambers of Commerce, the One-Stop Career Centers, the local Workforce Advisory Board (WIB), the County of San Diego, the Department of Rehabilitation, and a long list of area employers.

2. SHARED LEADERSHIP STRATEGIES

Members of the Palomar AB86 Adult Continuing Education Planning Consortium are committed to shared governance. We have adopted a "one member, one vote" policy for decision making. Our goal is to achieve consensus in all of the project's decisions.

Of the six member districts, each has committed to designating one representative to serve on the Consortium's Leadership Council. The Leadership Council will report to the district superintendents and college president. They will be responsible for overall oversight and implementation of the project.

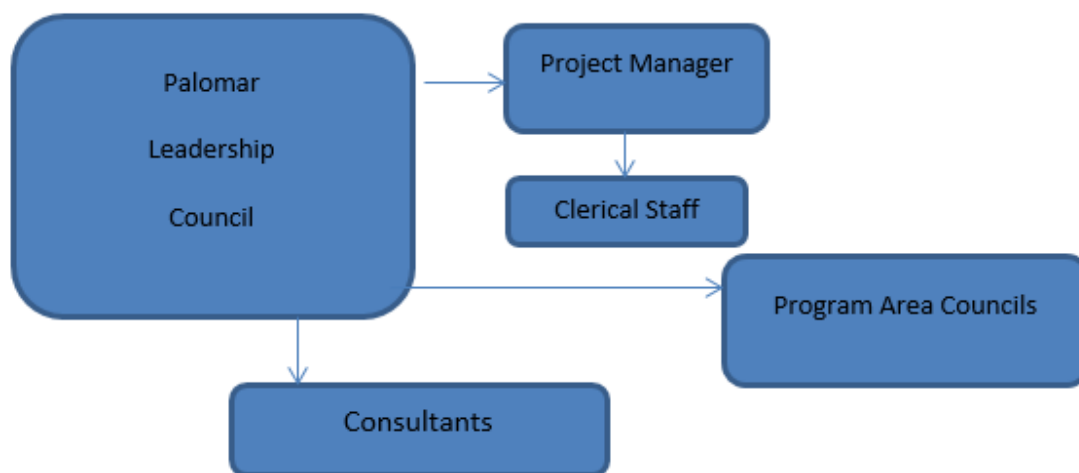
Our plan includes the need for a Project Manager. The Project Manager will take direction from the Leadership Council and will coordinate day-to-day activities of the project implementation.

We anticipate creating Program Area Councils (or advisory groups) which will be made up of stakeholders in each of the five program areas: 1. Elementary and Basic Skills; 2. Citizenship and ESL; 3. Adults with Disabilities; 4. Short-term CTE; 5. Apprenticeship Programs. Stakeholder representatives for each group may vary, and are expected to include from each member district faculty, students, employers, community-based service organizations, and other interested parties. At least one member of the Leadership Council will serve on each Program Area Councils.

Based on our goals and implementation plans, Memoranda of Understanding (MOU) with some of these partner groups may be developed.

We will hire several different consultants to assist us in the implementation of this work. Those consultants may include, but are not limited to, a clerical support person, a researcher to collect data for better decision making, and professionals to deliver training to staff and faculty in line with the project goals.

Organizational Chart



3. PROJECT PLANNING ROLES AND RESPONSIBILITIES

Leadership Council

As mentioned in section 2, the Leadership Council will be made up of representatives of the six member districts and will report to the district superintendents and college president. They will be responsible for overall oversight and implementation of the project. The Leadership Council will meet monthly. Its major tasks include:

1. Hiring a project manager and support staff to ensure that planning grant deliverables are met.
2. Creating MOU's to define and clarify member roles, responsibilities, and commitments.
3. Making programmatic and resource allocation decisions.

4. Participating in the formative and summative evaluation of the planning process and the overall project implementation.

Project Manager

As described in section 2, the Project Manager will take direction from the Leadership Council and will coordinate project implementation activities. The role of the project manager will include:

1. Convening and coordinating meetings for the Leadership Council, Program Area Councils, and other related groups.
2. Implementing the planning grant agenda and ensuring that deliverables are met.
3. Acting as the liaison among consultants and the Leadership Council members related to specific tasks such as strategic planning; conducting the region's gap analysis; researching best or promising practices including program delivery, data collection, marketing, and professional development.
4. Overseeing the work of the clerical support staff.
5. Working with the fiscal agent (Vista Unified) to ensure that expenditures align with proposed grant budget and requirements, and that reports are submitted on time.
6. Serving as the conduit for communications among members, partners, stakeholders, and State officials.
7. Creating and submitting program evaluations and reports aligned with the project's benchmarks.
8. Assuming other duties as needed to ensure the success of the project.
9. Participating in the formative and summative evaluation of the planning process and the overall project implementation.

Program Area Councils

As mentioned earlier, our plan is to convene a Program Area Council for each of the five program areas. The Program Area Councils will elect a chair and the chairs will attend and report monthly to the Leadership Council. Goals for each of these Program Area Councils will be developed collaboratively with the Leadership Council. The role of the Program Area Councils will include:

1. Developing an inventory of program services.
2. Participating in the gap analysis.
3. Reviewing and aligning curricula.
4. Addressing the curricula needs as identified by the gap analysis.
5. Identifying the need for and planning appropriate professional development.

6. Participating in the formative and summative evaluation of the planning process and the overall project implementation.

Other Involvement

Feedback from faculty, staff, students and other stakeholders will be included in the planning, gap analysis research, website development and maintenance, and professional development for this consortium. We will also look to other consortia within Region 10 and around the state to identify best practices and strategies in an effort to minimize duplication and leverage resources.

4. COMMUNICATION

The planning process will be communicated during regular meetings with district superintendents and the President of the College, adult education providers, and other organizations in the region. We have created an inclusive and representative structure to specifically include the involvement and feedback of faculty, staff, administrators, collective bargaining units, students, employers, local community-based organizations, and other stakeholders. The purpose of these meetings will be to share and evaluate our progress with all stakeholders. In order to ensure maximum participation and transparency, members of the organizational structure will be involved by holding meetings at all levels.

Strategies used to ensure effective outreach and communication with stakeholders will include:

1. Hosting roving town hall meetings
2. Presenting to Boards of Education and other interested bodies (e.g., City Councils, libraries, community service organizations, etc.).
3. Posting publicly meeting agendas and minutes
4. Creating and distributing newsletter summary sheets
5. Developing a website linked to the statewide AB86 website to allow for the sharing of documents and announcements.
6. Emailing informational blasts.
7. Conducting regular webinars.

Summary

Everyone in our Consortium believes in the importance of this project and are deeply committed to its success. We believe that the results of our planning process will benefit the economic and social well-being of our communities by supporting the successful transition of students from Adult Continuing Education to higher education and training opportunities.

Appendix B: Regional Planning Summit Major Gaps and Unmet Needs

Based on research conducted and surveys collected from students, businesses and community partners, the following are the 6 main overarching themes relating to Adult Education in our region. Please review, discuss and provide additional comments in the boxes provided. Thank you.


1. Public Awareness

The majority of respondents stated that they had little or no knowledge about the Adult Ed offerings in their community.

A large, empty rectangular box with a thin blue border, intended for providing additional comments on the topic of Public Awareness.

2. Student Preparation

Students are not receiving job readiness and workplace behavior skills to properly prepare them for the workforce.

A large, empty rectangular box with a thin blue border, intended for providing additional comments on the topic of Student Preparation.

3. Access

Students stated that transportation, distance, job schedule, technology (internet access and computer availability) and childcare add barriers to their ability to participate in Adult Ed programs.

4. Transition Plans

There are limited educational/career pathways between Adult Schools and Community Colleges

5. Curriculum Alignment

There is currently no uniform academic or career pathway plan for students to transition from Adult Ed Community College and/or the workforce.

There is a need for additional online and blended courses of study.

6. Support Services

There is a lack of career counseling services to help students identify appropriate educational and/or career goals.

Appendix C: Fastest and Largest Growing Jobs

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Veterinary Technologists and Technicians (65.3% or 490 jobs) Paralegals and Legal Assistants (28.2% or 930 jobs) Environmental and Protection Technicians, Including Health (26.3% or 150 jobs) Diagnostic Medical Sonographers (25.5% or 140 jobs) Civil Engineering Technicians (21.7% or 200 jobs)	Associate's Degree	Registered Nurses (7,700 jobs) General and Operations Managers (5,870 jobs) Preschool Teachers, Except Special Education (1,540 jobs) Construction Managers (1,510 jobs) Paralegals and Legal Assistants (1,390 jobs)
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (34.8% or 570 jobs) Manicurists and Pedicurists (33.3% or 1,110 jobs) Hairdressers, Hairstylists, and Cosmetologists (31.9% or 1450 jobs) Telecommunications Equipment Installers and Repairers, Except Line Installers (31.7% or 800 jobs) Skincare Specialists (29.8% or 140 jobs)	Postsecondary Non-degree Award	Nursing Aides, Orderlies, and Attendants (3,040 jobs) Licensed Practical and Licensed Vocational Nurses (2,570 jobs) Hairdressers, Hairstylists, and Cosmetologists (2,320 jobs) Manicurists and Pedicurists (1,720 jobs) Massage Therapists (1,330 jobs)
Computer Support Specialists (20.3% or 1210 jobs)	Some College, No Degree	Computer Support Specialists (2,790 jobs)
Tour Guides and Escorts (50.0% or 320 jobs) Fitness Trainers and Aerobics Instructors (37.5% or 970 jobs) Coin, Vending, and Amusement Machine Servicers and Repairers (37.3% or 280 jobs) Insurance Sales Agents (35.9% or 890 jobs) Loan Officers (35.0% or 890 jobs)	High School Diploma or Equivalent	Office Clerks, General (12,000 jobs) Customer Service Representatives (9,210 jobs) First-Line Supervisors of Office and Administrative Support Workers (6,330 jobs) First-Line Supervisors of Retail Sales Workers (5,790 jobs) Receptionists and Information Clerks (4,770 jobs)
Home Health Aides (54.3% or 2,330 jobs) Meat, Poultry, and Fish Cutters and Trimmers (37.5% or 150 jobs) Nonfarm Animal Caretakers (34.1% or 880 jobs) Tapers (32.3% or 210 jobs) Cooks, Institution and Cafeteria (31.8% or 670 jobs)	Less than High School	Retail Salespersons (19,250 jobs) Cashiers (19,240 jobs) Waiters and Waitresses (19,210 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (13,390 jobs) Laborers and Freight, Stock, and Material Movers (7,830 jobs)

EDD 2010-2020 San Diego County Projections

Appendix D: Regional Planning Summit Participants

September 18, 2014 and January 23, 2015

Name	Title	Type of Organization
Adalberto Marta	Instructor	Major General Murray High School
Allison Pickering	Assistant Principal	Escondido Adult School
Amy Echols-Starkey	ABE/ASE Teacher	Poway Adult School
Barbara Gauthier	Director of Interventions	Escondido UHSD
Barbara Salice	Consultant/AE Educator/Community Member	
Belinda Gallo	Member	Vista Chamber of Commerce
Bert Richardson	Instructor	San Diego Electrical Training Center
Brian Head	Assistant Principal	Escondido Adult School
Carey Pendleton	Care Manager/Recruiter	Heritage Senior Care, Inc.
Carmen Longoria	Bilingual Outreach Coordinator	Julian Pathways
Celeste Kupperbusch	Interested Community Member	Community Member
Cheri Navidi	Special Education Teacher	Poway Unified School District
Chris Caricato	Instructor	Sheet Metal Workers Apprenticeship
Christine Cloutier	Coordinator, English Language Learner Services	Poway Unified School District
Claudina Lopez	CBO/Indian Reservation	Two Directions, Inc.
Col. Rocky J. Chavez	Assembly Member	76 th District
Cora Bagley	Coordinator, Partners in Education	Poway Unified School District
Daniel Sourbeer	Dean Math & Natural Sciences	Palomar College

Darlyn Huttemann	Student	Vista Adult School
Dave Lohman	Principal	Monitecito High School
Debbie Parker	Medical Instructor	Vista Adult School
Debbie Shimer	Program Manager	San Pasqual Education Department
Debra Rosen	President and CEO	San Diego North Business Chamber
Dennis Lutz	Drafting Faculty	Palomar Community College
Diana Smith	ASE Teacher	Vista Adult School
Don Thiele	Citizenship Faculty	Palomar Community College
Donna Caperton	Assistant Superintendent-Business Services	Vista Unified School District
Edwin Castro	Commissioner	Wells Fargo Bank
Elaine Moore	Student	Escondido Adult School
Ellie Slade	Librarian	Ramona Library
Galo Toapanta	Administrator	Southwest Carpenters Training Fund
Gema Medina	SCTCA Tribal TANF-Pala	Pala Tribal TANF
Gina Adams	MITA	RCP Block and Brick
Jackie Martin	Business Faculty	Palomar Community College
Jacob Alvarado	Tribal Member	San Pasqual Education Department
Jacqueline Gabby	Senior Vocational Rehabilitation Counselor/QRP	Department of Rehabilitation
Jacque Uriell	ESL Teacher	Poway Adult School
Jane Levin	Teacher	Escondido Adult School
Jay Miller	Faculty	Palomar Community College

Jeanine Hawkins	Teacher, CTE	Poway Adult School
Jennifer Dufresne	WII Counselor	Vista Adult School
Jeremy Zagarella	Member	Pauma Band of Indians
Jose F. Iniguez	Assistant Superintendent-Educational Services	Fallbrook Union High School District
Jose Cruz	CEO	San Diego Literacy Council on Literacy
Joshua Murphy	ABE/ASE PAC	Escondido Adult School
Juan Carlos Flores	Graduate Student	Encinitas
Karyl O'Brien	Escondido UHSD	School District
Kathie DiTrapani	Teacher, Special Ed/ESL	Poway Adult School
Kathleen Porter	Executive Director	Poway Unified School District
Kathy Figueroa	Coordinator	Vista Adult School
Katie Hansen	Director of Community Affairs	San Diego ABC Apprenticeship Training Trust
Kelly Spear	Member	Poway Chamber of Commerce
Ken Faverty	CTE Teacher	Poway Unified School District
Laura Rasmussen	Senior Vocational Rehabilitation Counselor/QRP	Department of Rehabilitation
Lizeette Zurita	ESL Coordinator	Vista Adult School
Lyn Oleson	Instructor	MITA
Lynn McConville	Assistant Principal	CTE Programs/ Poway Unified School District
Margo Alon	Coordinator	Getting Education Done
Marty Furch	ESL Faculty	Palomar Community College
Mary Perez	Counselor	Poway Adult School

Mary Zambruski	ABE/ASE Teacher	Poway Adult School
Melinda Carrillo	Reading Faculty	Palomar Community College
Michael Hadland	District Director	Office of Colonel Rocky J. Chávez
Michelle Fuentes	Outreach Coordinator	Pala Tribal TANF
Michelle Geller	City (Economic Development)	City of Escondido
Molly Hannegan	Outreach Coordinator	Goodwill
Nancy Chadwick	Palomar Trustee	Palomar Community College
Nancy Homotoff	CTE PAC	Escondido Adult School
Nancy Morris	Regional Business Development Officer	Mission Federal Credit Union
Nimoli Madan	ESL Faculty	Palomar Community College
Noreen Walton	Director II	Superintendent's Office, PUSD
Patty Huerta	CBO	Escondido Education COMPACT
Pattie Campbell	ELS Instructor	Vista Adult School
Rachel Hamblin	Employment Career & Educational Specialist	North County Lifeline, Inc.
Rand Green	Computer Faculty	Palomar Community College
Robert Deegan	President/Superintendent	Palomar Community College
Rosa Rojo	ESL PAC	Escondido Adult School
Subrina Johnson	Career and Educational Specialist	North County Lifeline, Inc.
Susan Prince	Business Student	Cardiff
Susan Williams	Financial Advisor	Wells Fargo Advisors
Tammy Cadwell	CTE Teacher	Poway Unified School District
Tara Biancamano	Asst. Principal	Vista Adult School

Teresa Palzkill	Assistant Principal	Poway Adult School
Theresa Grace	Senior Director of Instruction	Ramon Unified School District
Todd Gutschow	President	Poway Unified School District School Board
Todd Philip	Officer	San Diego Regional Development Corporation
Tony Fedon	Auto Faculty	Palomar Community College
Yesenia Correa-Lopez	WIA Lead Case Manager	Escondido Education COMPACT

Appendix E: Follow-Up Survey to Summit

Adult Education Regional Planning Summit Follow Up Survey

***1. For those agencies/sites that partner already with adult schools, does any alignment currently exist with regard to assessment tools, rubrics and student performance outcomes to ensure efficient and effective collaboration among multiple providers?**

***2. What resources do you (or your agency/site) offer to help improve adult education in our region?**

3. If your agency/site interested partnering with the San Diego North Adult Education Partnership to support the AB86 Planning Grant process and the delivery of adult education programs and services in our region, please provide your name and email address below.

Name

Email

4. Do you have any additional feedback regarding how the Partnership can better serve adult students in our community?

Appendix F: Student Survey

San Diego North Adult Education Partnership Student Survey

San Diego North Adult Education Partnership Student Survey

The purpose of this survey is to collect information about Adult Education programs and services in order to better serve you and the community in the future.

***1. What program are you in now? Mark all that apply.**

- | | |
|---|--|
| <input type="checkbox"/> ABE Adult Basic Education | <input type="checkbox"/> CTE Career Technical Education / Job Training |
| <input type="checkbox"/> ASE Adult Secondary Education | <input type="checkbox"/> AWD Adults with Disabilities |
| <input type="checkbox"/> ESL English as a Second Language, VESL Vocational ESL or Citizenship | <input type="checkbox"/> Apprenticeship |

***2. What are your education goals? Mark all that apply:**

- | | |
|---|--|
| <input type="checkbox"/> High School Diploma | <input type="checkbox"/> 2 or 4 Year College Degree |
| <input type="checkbox"/> GED High School Diploma Equivalency Test | <input type="checkbox"/> CTE: Job Training or certification or license |

Other (please specify)

***3. Are there any courses you wished the school offered? If so, which ones?**

- | | |
|----|----------------------|
| a. | <input type="text"/> |
| b. | <input type="text"/> |
| c. | <input type="text"/> |
| d. | <input type="text"/> |

***4. What times or when do you wish we had classes? Mark all that apply:**

- | | |
|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Mornings | <input type="checkbox"/> Saturday |
| <input type="checkbox"/> Afternoons | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Evenings | |

Other (please specify)

***5. What are your job training goals?**

San Diego North Adult Education Partnership Student Survey

***6. What services or help would you like offered at your school? Mark all that apply:**

☐ Career Counseling

☐ Community and Health Resources

☐ Academic Counseling

☐ Tutoring

☐ Job Placement

☐ Childcare

☐ Financial Aid

☐ Transportation

Other (please specify)

***7. What job training would you take if money, time or location were not a problem?**

***8. Are there enough classes at your school?**

☐ Yes

☐ No. If no, what other classes should your school offer?

Other (please specify)

***9. Do you know about job training and college opportunities at other places/schools?**

☐ A lot

☐ Some

☐ A little

☐ Nothing

Other (please specify)

***10. Would you be interested in attending job training at the same time as your academic (ABE, ASE, GED) class or ESL class? For example, attending ESL class in the morning and job training in the afternoon?**

☐ Yes

☐ No

San Diego North Adult Education Partnership Student Survey

***11. How many times have you met with a school counselor this year?**

- ☐ None
☐ 1 to 2
☐ 3 to 5

***12. What barriers / problems prevent you, or a family member, from coming to school?**

Mark all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Child care | <input type="checkbox"/> Not enough money for school supplies, books or food (like lunch at school) |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Not safe |
| <input type="checkbox"/> Distance | <input type="checkbox"/> Job schedule |
| <input type="checkbox"/> Tuition is too expensive | |

Other (please specify)

***13. How many miles will make it too far for you to go to school?**

- ☐ 1- 3 miles
☐ 4 - 7 miles
☐ 8 - 11 miles
☐ 12 - 15 miles
☐ 16 or more miles

Other (please specify)

Appendix G: Instructor and Staff Survey

San Diego North Adult Education Partnership Instructor/Staff Survey

1.

This survey is designed to collect information in response to the planning efforts funded by Assembly Bill (AB 86), the intent of which is to expand and improve the provision of adult education.

Most importantly, this survey will provide you with an opportunity to share your unique knowledge, insights and experiences concerning the adult education programs and services at your school.

Please answer each of the following questions to the best of your ability. Individual responses will be kept confidential.

2. San Diego North Adult Education Partnership

1. Your District / School or College

- ☐ Escondido Union High School District / Escondido Adult School
- ☐ Palomar College
- ☐ Poway Unified School District / Poway Adult School
- ☐ Vista Unified School District / Vista Adult School

2. What is your current role or position?

- ☐ Community College Administrator / Dean
- ☐ K-12 School / District Administrator
- ☐ Program Coordinator / Manager
- ☐ Instructor / Faculty
- ☐ Counselor
- ☐ Career Center / Assessment / Tutoring / Guidance Staff
- ☐ Classified Staff

Other (please specify)

3. With which of the following programs are you primarily affiliated ? Check all that Apply.

- ☐ Elementary and Secondary Basic Skills, including classes required for a diploma and GED prep
- ☐ ESL Classes for immigrants
- ☐ Education Programs for Adults with Disabilities
- ☐ Short-term Career Technical Education (CTE) Programs
- ☐ Programs for Apprentices
- ☐ I am not affiliated with any of the above program areas

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San Diego North Adult Education Partnership Instructor/Staff Survey

4. Please rate the overall effectiveness of the programs, services and courses offered at your school in each of the following areas (Mark all items that apply to your area(s) of expertise):

	Above Average	Average	Below Average	N/A
Adult Basic Education (ABE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Diploma or High School Equivalency Certificate (GED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Basic Skills (remediation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a Second Language (ESL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational ESL (VESL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-term Career Technical Education (CTE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education Programs for Adults with Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs for Apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs and services preparing students to transition to postsecondary education (career planning, academic guidance, transition planning, and college orientation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs and services preparing students to transition to the workforce (career guidance, skills and aptitude assessments, resume and interview preparation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support services (such as guidance, counseling, transition plans, tutoring, follow-up services, accommodations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

San Diego North Adult Education Partnership Instructor/Staff Survey

5. Which of the program areas offered at your school have the greatest need for additional course offerings, services, or other improvements?

- ☐ Adult Basic Education (ABE)
- ☐ High School Diploma or High School Equivalency Certification (GED)
- ☐ College Basic Skills (remediation)
- ☐ English as a Second Language (ESL), Citizenship, or Vocational ESL (VESL)
- ☐ Short-term Career Technical Education (CTE)
- ☐ Education Programs for Adults with Disabilities
- ☐ Programs for Apprentices
- ☐ Programs and services preparing students to transition into postsecondary education
- ☐ Programs and services preparing students to transition into the workforce
- ☐ Support Services (such as guidance, counseling, transition, and follow-up services)

6. What additional course offerings are needed?

7. What additional services are needed for students?

8. What other improvements do you recommend that will benefit students?

San Diego North Adult Education Partnership Instructor/Staff Survey

9. Please rate your knowledge of the resources and services provided by the following agencies to serve adult learners / students.

	Excellent	Good	Poor	N/A
Palomar College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults schools in your area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chamber of Commerce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
City / County Libraries and branches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
City / County Social Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-Based Organizations (i.e. Goodwill)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Agencies (i.e. Department of Rehabilitation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
County Office of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Economic Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-Stop Career Centers (Workforce Investment Board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
211 phone number	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

10. How often have you or your school collaborated with other adult schools or community colleges in your area to better meet the needs of adult learners/students?

- ☐ Frequently
☐ Occasionally
☐ Never
☐ Don't Know

San Diego North Adult Education Partnership Instructor/Staff Survey

11. Of the following options, which are obstacles to adult learners/students? Please check all that apply.

- ☐ Limited / lack of available childcare options / family needs
- ☐ Inadequate education and/or training programs or service options available
- ☐ Inadequate support services (i.e. tutoring, counseling, health services)
- ☐ Limited content delivery models (i.e. online options, blended, flexible schedules)
- ☐ Inadequate information about programs and services available
- ☐ Lack of personal motivation / goals
- ☐ Limited financial resources
- ☐ Inadequate transportation options
- ☐ Inadequate assessment or career planning services
- ☐ Limited access and accommodations for students with disabilities
- ☐ Not aware of the resources or services available

Other (please specify)

12. Which of the following strategies to accelerate student progress are currently in use within your program? Please check all that apply.

- ☐ Accelerated Courses (Compressing courses into shorter, more intensive terms)
- ☐ Competency-Based (Instruction based on a predetermined set of skills that a student is expected to accomplish)
- ☐ Contextualization (Putting basic skills content into the context of a student's goal and career path)
- ☐ Integrated Basic Skills Training (I-BEST) (Technical and basic skills instructors team-teach)
- ☐ Learning Communities (Collaborative instruction across disciplines)

Other (please specify)

San Diego North Adult Education Partnership Instructor/Staff Survey

13. If you marked any of the strategies in the previous questions, please rate their effectiveness at accelerating student progress toward educational and career goals.

	Excellent	Good	Poor	N/A
Accelerated Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency-Based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contextualized Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated Basic Skills Training (I-BEST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

14. Which of the following strategies to accelerate student progress would you like to see more of in your program? Please mark all that apply.

- ☐ Accelerated Courses
- ☐ Competency-Based
- ☐ Contextualized Courses
- ☐ Integrated Basic Skills Training (I-BEST)
- ☐ Learning Communities
- ☐ None

15. What additional models would you like to see more of in your program?

San Diego North Adult Education Partnership Instructor/Staff Survey

16. What kind of professional development in your program would be most valuable for improving or expanding services to adult learners/students? Please mark all that apply.

- ☐ Contextualized learning (putting basic skills content into the context of a student's goal and career path)
- ☐ Differentiated instruction (providing different learning options to students within the same course)
- ☐ Articulation between adult education sites and community college
- ☐ Dual / concurrent enrollment (enrolling in adult education classes and community college classes at the same time)
- ☐ Use of technology to enhance access and learning
- ☐ Building of career pathways
- ☐ Training in Learning Communities (Collaborative instruction across disciplines)
- ☐ Training in I-BEST (Technical and basic skills instructor team-teach)
- ☐ Training or counseling students to transition between districts

Other (please specify)

17. In summary, what is the most important thing that can be done to improve or expand adult education services in your community?

Appendix H: Community Survey

AB86 Community Survey

San Diego North Adult Education Partnership Community Survey

The purpose of this survey is to collect information about Adult Education programs and services in order to better serve you and the community in the future.

***1. Have you ever taken an adult education course or program? If so, mark all that apply.**

- | | |
|---|--|
| <input type="checkbox"/> No, I have not participated in any adult education programs. | <input type="checkbox"/> CTE Career Technical Education / Job Training |
| <input type="checkbox"/> ABE Adult Basic Education | <input type="checkbox"/> AWD Adults with Disabilities |
| <input type="checkbox"/> ASE Adult Secondary Education | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> ESL English as a Second Language, VESL Vocational ESL or Citizenship | |

***2. What community do you live in?**

***3. Age Range**

- | | |
|-----------------------------|-----------------------------|
| <input type="radio"/> 18-25 | <input type="radio"/> 46-55 |
| <input type="radio"/> 26-35 | <input type="radio"/> 55+ |
| <input type="radio"/> 36-45 | |

***4. Ethnicity**

- | | |
|--|---|
| <input type="checkbox"/> White/Caucasian | <input type="checkbox"/> African American |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> African |
| <input type="checkbox"/> Latino | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Pacific Islander |

5. Level of Education

- | | |
|--|--|
| <input type="radio"/> Elementary | <input type="radio"/> 2 year degree |
| <input type="radio"/> Middle School | <input type="radio"/> 4 year degree |
| <input type="radio"/> High School Diploma | <input type="radio"/> Job training |
| <input type="radio"/> GED/High School Equivalency Test | <input type="radio"/> Industry or job certification or license |

Other (please specify)

AB86 Community Survey

*6. Current Employer

*7. Job Description

8. Annual Salary Range

☐ \$0-\$20,000

☐ \$36,000-\$50,000

☐ \$21,000- \$35,000

☐ \$51,000+

9. What are your education goals? Mark all that apply:

☐ High School Diploma

☐ Job Training

☐ GED High School Diploma Equivalency Test

☐ Industry or job certification or license

☐ 2 or 4 Year College Degree

Other (please specify)

*10. What are your job training goals?

11. How much do you know about job training and adult education opportunities in your community?

☐ A lot

☐ Some

☐ A little

☐ Nothing

Other (please specify)

AB86 Community Survey

12. What days and times would be most convenient for you to attend classes? Mark all that apply:

☐ Mornings

☐ Weekdays

☐ Afternoons

☐ Weekends

☐ Evenings

☐ Summer

Other (please specify)

13. What services or help would you like to see offered by adult education providers in your community? Mark all that apply:

☐ Career Counseling

☐ Community and Health Resources

☐ Academic Counseling

☐ Tutoring

☐ Job Placement

☐ Childcare

☐ Resources for Financial Aid

☐ Transportation

Other (please specify)

***14. Would you be interested in attending job training at the same time as your academic (ABE, ASE, GED) class or ESL class? For example, attending ESL class in the morning and job training in the afternoon?**

☐ Yes

☐ No

15. What barriers / problems prevent you, or a family member, from attending class? Mark all that apply:

☐ Child care

☐ Not enough money for school supplies, books or food (like lunch at school)

☐ Transportation

☐ Not safe

☐ Distance

☐ Job schedule

☐ Tuition is too expensive

Other (please specify)

AB86 Community Survey

16. How many miles will make it too far for you to go to class?

- ☐ 1- 3 miles
- ☐ 4 - 7 miles
- ☐ 8 - 11 miles
- ☐ 12 - 15 miles
- ☐ 16 or more miles

Other (please specify)

17. Are there enough classes offered in your community?

- ☐ Yes
- ☐ No. If no, what other classes should your school offer?

Other (please specify)

***18. What job training would you take if money, time or location were not a problem?**

19. Are there any courses you wish were offered in your community? If so, which ones?

- a.
- b.
- c.
- d.

Appendix I: Business Survey

AB86 Business Survey

San Diego North Adult Education Partnership Business Survey

The purpose of this survey is to collect information about Adult Education programs and services in order to better serve you and the community in the future.

*** 1. Company Name**

*** 2. Company Address**

*** 3. Company Description/Industry Sector**

*** 4. Years in Business**

☐ 0-10

☐ 11-20

☐ 21-30

☐ 30+

Other (please specify)

*** 5. How many people does your company employ?**

☐ 0-5

☐ 6-15

☐ 16-25

☐ 26-50

☐ 50+

AB86 Business Survey

*6. Your Title

- ☐ Owner
- ☐ Partner
- ☐ Employee
- ☐ Other

Other (please specify)

*7. What specific skills are required to work in your company?

*8. What skills do your existing employees and job candidates lack?

- ☐ Soft Skills (i.e. written and verbal communication)
- ☐ Industry Specific Training
- ☐ Language Proficiency
- ☐ Technology

Other (please specify)

*9. What types of professional development and training opportunities do you currently provide for employees? Mark all that apply.

- ☐ Apprenticeships
- ☐ Certifications/ Licenses
- ☐ Higher Education
- ☐ Professional Development

Other (please specify)

*10. Are you aware of job training and adult education opportunities in your community?

- ☐ Yes
- ☐ No

If yes, please specify:

AB86 Business Survey

***11. What adult education classes would you like to see offered in your community?**

- a.
- b.
- c.
- d.

12. Please provide your name, company and email address if you are interested in learning more about the San Diego North Adult Education Partnership or becoming a partner:

Name

Company

Email

Appendix J: ABE/ASE Class Offerings

School	Class Name	Location	Time	Days	Educational Plan	Counseling	Credit, Noncredit, or Enhanced Credit
EAS	ABE	Escondido Adult: Crest Campus	Morning Day Evening	M-Th	Y Informal	Y	Noncredit
EAS	High School Diploma / GED Prep	Escondido Adult: Crest Campus	Morning	M-Th	Y Informal	Y	HS Credit
EAS	Math / Algebra	Escondido Adult: Crest Campus	Evening	T-Th	Y Informal	Y	HS Credit
EAS	GED Prep	Escondido Adult: Crest Campus	Morning	M-F	Y Informal	Y	Noncredit
EAS	Learning Lab	Escondido Adult: Crest Campus Escondido HS	Day Evening	M-Th	Y Informal	Y	Noncredit
PAS	High School Diploma	Poway Adult	Morning Day Evening	M-F	Y Informal	Y	HS Credit
PAS	GED Prep	Poway Adult	Morning Day Evening	M-F	Y Informal	Y	Noncredit
PAS	Civics, US History, English	Rancho Bernardo HS	Evening	M-Th	Y Informal	Y	Noncredit
PAS	ABE / Transition Beyond ESL	Poway Adult	Morning Evening	M-Th	Y Informal	Y	Noncredit
VAS	High School Diploma	Vista Adult: Sunset Campus	Morning Day Evening	M-Th	Y Informal	Y	HS Credit
VAS	Spanish GED Prep	Vista Adult: Sunset Campus	Morning Evening	S M W	Y Informal	Y	Noncredit

School	Class Name	Location	Time	Days	Educational Plan	Counseling	Credit, Noncredit, or Enhanced Credit
VAS	GED Prep	Vista Adult: Sunset Campus	Morning Evening	M-Th	N	Y	Noncredit
VAS	ACE/ABE	Vista Adult: Sunset Campus	Morning Day Evening	M-Th	Y Informal	Y	Noncredit
VAS	ACE/ABE Distance Learning	Vista Adult: Sunset Campus	Morning Day Evening	M-F	Y Informal	Y	Noncredit
Palomar College	Literacy / ABE I & II	Palomar College Escondido Schools Church in Pala Ramona HS	Morning Evening	M-Th	Y Informal	Y	Noncredit
Palomar College	Basic Skills Math & English Literacy / ABE	Palomar College Escondido Schools Church in Pala Ramona HS	Morning Day	M-Th	Y Informal	Y	Noncredit

Appendix K: SDNAEP Program Outcomes for ABE/ASE

Program Outcomes for Palomar College			
Palomar College	Class	Total Student Enrollment	Total Certificate Awarded
2013-2014			
Palomar College	Literacy / ABE I	554	*
Palomar College	Literacy / ABE II	542	47
Palomar College	Basic Skills Math	419	*
2012-2013			
Palomar College	Literacy / ABE I	724	*
Palomar College	Literacy / ABE II	484	19
Palomar College	Basic Skills Math	0	0

*Students do not receive a certificate of completion for successful completion of Literacy / ABE I or Math skills

**Program Outcomes for Elementary and Secondary Basic Skills and Classes Required for
High School Diploma or GED at SDNAEP Adult Schools**

School	Class	Total Student Enrollment	No. of Students who Made One Significant Gain	No. of Students who Made Significant Gains 2 levels or more	Total No. of Significant Gains Made	Passed CAHSEE	Received a High School Diploma	Received a GED Certificate
2013-2014								
EAS	ABE	60	45 (75%)	29 (48%)	8	0	0	0
EAS	ASE	156	175 (112%)	47 (30%)	342	11 (7%)	32 (6%)	77 (14%)
PAS	ABE	49	20 (63%)	14 (44%)	35	0	0	1 (2%)
PAS	ASE	251	101 (79%)	27 (21%)	208	9 (6%)	18 (7%)	53 (21%)
VAS	ABE	148	101 (68%)	93 (63%)	198	N/A	N/A	N/A
VAS	ASE	437	371 (85%)	286 (65%)	747	90 (57%)	66	N/A
2012-2013								
EAS	ABE	67	61 (91%)	9 (13%)	82	0	2	10
EAS	ASE	542	249 (76%)	14 (4%)	406	20 (33%)	43 (8%)	112 (56%)
PAS	ABE	7	6 (86%)	3 (43%)	9	0	0	0
PAS	ASE	311	158 (62%)	39 (15%)	274	17 (5%)	22 (7%)	55 (18%)
VAS	ABE	168	118 (70%)	60 (36%)	181	N/A	0	1
VAS	ASE	489	434 (89%)	192 (39%)	697	88	69	63

Appendix L: SDNAEP ESL, Citizenship, and Workforce Preparation Classes in Basic Skills Class Listings

School	Class Name	Location	Time	Days	Educational Plan	Counseling	Credit, Noncredit, or Enhanced Credit
EAS	ESL Beginning, Low & High	Escondido Adult: Crest Campus OGHS Central Elementary Conway Elementary	Morning Evening	M-Th	Y Informal	Y	Noncredit
EAS	ESL Intermediate, High, Advanced	Escondido Adult: Crest Campus Orange Glen HS	Morning Evening	M-Th	Y Informal	Y	Noncredit
EAS	Phonics & Pronunciation Low & High	Escondido Adult: Crest Campus	Day	T Th	Y Informal	Y	Noncredit
EAS	Reading, Writing, & Grammar	Escondido Adult: Crest Campus	Day	M-Th	Y Informal	Y	Noncredit
EAS	Independent Study / Citizenship Beg Low - Adv	Escondido Adult: Crest Campus	Day	M-Th	Y Informal	Y	Noncredit
PAS	ESL Beginning & Intermediate	Poway Adult	Morning Evening	M-Th	Y Informal	Y	Noncredit
PAS	ESL Intermediate / Advanced	Poway Adult	Morning Evening	M-Th	Y Informal	Y	Noncredit

School	Class Name	Location	Time	Days	Educational Plan	Counseling	Credit, Noncredit, or Enhanced Credit
PAS	ESL Writing / Math	Poway Adult	Morning	M-Th	Y Informal	Y	Noncredit
PUSD	Citizenship Distance Learning	Poway Adult	Early Evening	M-Th	Y Informal	Y	Noncredit
PUSD	Citizenship Independent Study	Poway Adult	Early Evening	M-Th	Y Informal	Y	Noncredit
PUSD	ESL (Bridge Properties)	Carmel Valley Rancho Bernardo Torrey Del Mar Dove Canyon	Evening	W Th	Y Informal	Y	Noncredit
VAS	ESL Low, High Pre-Literacy	Vista Adult: Olive Campus	Morning Evening	M-Th	Y Informal	Y	Noncredit
VAS	ESL Low & High Beginning	Vista Adult: Olive Campus	Morning Evening	M-F	Y Informal	Y	Noncredit
VAS	ESL Low & High Intermediate	Vista Adult: Olive Campus	Morning Evening	M-Th	Y Informal	Y	Noncredit
VAS	ESL Advanced	Vista Adult: Olive Campus	Morning Evening	M-F	Y Informal	Y	Noncredit
VAS	ESL Multi	Vista Adult: Olive Campus	Evening	W	Y Informal	Y	Noncredit
VAS	Citizenship I & II	Vista Adult: Olive Campus	Evening	M W	Y Informal	Y	Noncredit
VAS	English & Computer Skills	Vista Adult: Olive Campus	Day	M-Th	Y Informal	Y	Noncredit
VAS	CBET	Vista Library	Evening	T Th	Y	Y	Noncredit

							Credit, Noncredit, or Enhanced Credit
School	Class Name	Location	Time	Days	Educational Plan	Counseling	
					Informal		
VAS	CBET	Casita Center for Tech and Math	Evening	T Th	Y Informal	Y	Noncredit
VAS	CBET	Vista Arts & Performing Academy	Morning Evening	M-Th	Y Informal	Y	Noncredit
VAS	CBET	Hannalei Elementary	Evening	T Th	Y Informal	Y	Noncredit
VAS	CBET	Monte Vista HS	Evening	T Th	Y Informal	Y	Noncredit
VAS	CBET	Foothill Elementary	Evening	T Th	Y Informal	Y	Noncredit
Palomar College	ESL Beginning I, II & III	Palomar College Escondido Campus *Fallbrook High School *Ramona Campus	Morning Day Evening	M-Th	Y Informal	Y	Noncredit
Palomar College	ESL Intermediate I, II & III	Palomar College Escondido Center *Fallbrook High School *Ramona Center	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit
Palomar College	ESL Beg Conversation	Palomar College Escondido Center *Fallbrook High School *Ramona Center	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit
Palomar College	Beginning Level Listening & Speaking I, II, III	Palomar College Escondido Center *Fallbrook High School *Ramona Center	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit
Palomar College	Intermediate Level Listening & Speaking	Palomar College Escondido Center *Fallbrook High School	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit

School	Class Name	Location	Time	Days	Educational Plan	Counseling	Credit, Noncredit, or Enhanced Credit
		*Ramona Center					
Palomar College	Basic ESL Skills	Palomar College Escondido Center *Fallbrook High School *Ramona Center	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit
Palomar College	Computer Literacy for ESL	Palomar College Escondido Center	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit
Palomar College	Career Track ESL	Palomar College Escondido Center *Fallbrook High School	Morning Day Evening	M-Th	Y Informal	Y	Enhanced Noncredit
Palomar College	Citizenship	Escondido Center	Morning Day	Sat	Y Informal	Y	Enhanced Noncredit

*ESL classes are only offered in the evenings at the Ramona and Fallbrook school sites.

Appendix M: SDNAEP Program Outcomes for ESL, Citizenship and Workforce Preparation Classes

Program Outcomes for ESL, Citizenship and Workforce Preparation Classes at Palomar College

Community College	Class	Total Student Enrollment	Total Certificates Awarded
2013-2014			
Palomar College	ESL	3992	88 (2%)
Palomar College	Citizenship	134	60 (45%)
2012-2013			
Palomar College	ESL	4432	85 (2%)
Palomar College	Citizenship	155	54 (35%)

Program Outcomes for ESL, Citizenship, and Basic Skills for Work Preparation at SDNAEP Adult Schools

School	Class	Total Student Enrollment	No. of Students who Made One Significant Gain	Total No. of Students who Made Significant Gains 2 levels or more	Total No. of Significant Gains Made	Past Citizenship Interview Test	Past Gov't & History Test
2013-2014							
EAS	ESL	721	470 (65%)	423 (59%)	893	N/A	N/A
EAS	Civic Participation	723	N/A	N/A	945	N/A	N/A
EAS	Citizenship Preparation	14	N/A	N/A	14	4 (27%)	10 (71%)
PAS	ESL	336	155 (56%)	119 (43%)	274	N/A	N/A
PAS	Civic Participation	276	N/A	N/A	324	N/A	N/A
PAS	Citizenship Preparation	21	N/A	N/A	26	10 (56%)	16 (89%)
VAS	ESL	940	699 (74%)	647 (69%)	1,346	N/A	N/A

VAS	Civic Participation	383	N/A	N/A	257	N/A	N/A
VAS	Citizenship Preparation	54	N/A	N/A	106	53 (98%)	53 (98%)
2012-2013							
EAS	ESL	994	586 (73%)	146 (18%)	737	N/A	N/A
EAS	Civic Participation	824	N/A	N/A	1,318	N/A	N/A
EAS	Citizenship Preparation	28	N/A	N/A	25	8 (28%)	17 (60%)
PAS	ESL	393	220 (69%)	36 (11%)	258	N/A	N/A
PAS	Civic Participation	369	N/A	N/A	449	N/A	N/A
PAS	Citizenship Preparation	13	N/A	N/A	26	13 (100%)	13 (100%)
VAS	ESL	1,139	813 (71%)	505 (44%)	1,318	N/A	N/A
VAS	Civic Participation	253	N/A	N/A	163	N/A	N/A
VAS	Citizenship Preparation	39	N/A	N/A	78	39 (100%)	39 (100%)

Appendix N: SDNAEP Education Programs for AWD Class Listings

School	Class Name	Location	Time	Days	Educational Plan	Counseling	Credit, Noncredit, or Enhanced Credit
VUSD	Career Essentials	Vista Adult: Sunset Campus	Day	M W	Y Informal	Y	Noncredit
Palomar College	Independent Living Skills	Palomar College	Morning Day	M-F	N	N	Noncredit

Appendix O: SDNAEP Program Outcomes for Educational Programs for AWD

Program Outcomes for Educational Programs for AWD at Palomar College

School District	Class	Total Student Enrollment	Total Students Dropped	Counseling Services
2013-2014				
Palomar College	Independent Living Skills	97	0	Y
2012-2013				
Palomar College	Independent Living Skills	97	0	Y

Program Outcomes for Educational Programs for AWD at Vista Adult School

School District	Class	Total Student Enrollment	Total Students Dropped	Counseling Services	Developed Educational Goal	Obtained Employment
2013-2014						
VAS	Career Essentials	218	24 (11%)	Y	71	31
2012-2013						
VAS	Career Essentials	197	26 (13%)	Y	77	34

Appendix P: SDNAEP Short-Term CTE Programs with Employment Potential

School	Class	Location	Time	Days	Credit, Noncredit, or Enhanced Noncredit	Career Planning	Counseling	Internship	Certificate Program
EAS	Computer Aided Drafting	SPHS	Evening	MW	Noncredit	Y informal	Y	N	N
EAS	Construction Trades	SPHS	Evening	Th	Noncredit	Y informal	Y	N	N
EAS	Accounting, Beginning-Adv.	Crest	Evening	MW	Noncredit	Y informal	Y	N	Y
EAS	Computerized Accounting / QuickBooks	Crest	Evening	T Th	Noncredit	Y informal	Y	N	Y
EAS	Woodworking Beginning/Adv	SPHS	Evening	T	Noncredit	Y informal	Y	N	N
EAS	Spanish Basics	Crest	Evening	W	Noncredit	Y informal	Y	N	N
EAS	Medical Terminology *1	Crest	Evening	T Th	Noncredit	Y informal	Y	N	Y
EAS	Medical Coding *2	Crest	Evening	T Th	Noncredit	Y informal	Y	N	Y
EAS	Medical Billing *3	Crest	Evening	T Th	Noncredit	Y informal	Y	N	Y
EAS	Electronic Health Records for the Physician's Office *4	Crest	Evening	T Th	Noncredit	Y informal	Y	N	Y
EAS	ICD-10-CM/PCS Coding *5	Crest	Evening	T Th	Noncredit	Y informal	Y	N	Y
EAS	EXCEL 2010 Fast Basics	Crest	Morning	M-Th	Noncredit	Y informal	Y	N	N
EAS	Word 2010 Fast Basics	Crest	Morning	M-Th	Noncredit	Y informal	Y	N	N

EAS	PowerPoint 2010 Fast Basics	Crest	Morning	M-Th	Noncredit	Y informal	Y	N	N
EAS	File Management in Windows Fast Basics	Crest	Morning	T W	Noncredit	Y informal	Y	N	N
EAS	EXCEL 2010 Fast Intermediate	Crest	Morning	M-Th	Noncredit	Y informal	Y	N	N
EAS	Word 2010 - Intermediate	Crest	Morning	M-Th	Noncredit	Y informal	Y	N	N
EAS	Typing and Keyboarding	Crest	Day	M-Th	Noncredit	Y informal	Y	N	N
EAS	Computer Basics and Keyboarding	Crest	Day	M W Th	Noncredit	Y informal	Y	N	Y
EAS	Intro to computers	Crest	Evening	M W Th	Noncredit	Y informal	Y	N	N
EAS	Microsoft Outlook 2010	Crest	Morning	Sat	Noncredit	Y informal	Y	N	Y
EAS	Internet and Email	Crest	Morning	Sat	Noncredit	Y informal	Y	N	N
EAS	File Management and Windows 7	Crest	Morning	Sat	Noncredit	Y informal	Y	N	N
EAS	Microsoft Office 2010 / Two Day Classes	Crest	Morning	Sat	Noncredit	Y informal	Y	N	N
EAS	Microsoft Office Specialist -Online	N/A	N/A	N/A	Noncredit	Y informal	Y	N	Y
EAS	Gmetrix -Online	N/A	N/A	N/A	Noncredit	Y informal	Y	N	N
EAS	Veterinary Assistant I & II	SPSH	Evening	M W	Noncredit	Y informal	Y	N	N
EAS	Block Masonry Basic & Tenders	EVC	Morning	M W	Noncredit	Y informal	Y	N	N
EAS	Business & Computer Applications	Crest	Morning	M-Th	Noncredit	Y informal	Y	N	N

EAS	Certified Home Health Aide	LVDN	Day Evening	M W Th	Noncredit	Y informal	Y	N	Y
EAS	Certified Nurse Assistant	LVDN	Day Evening	M-Th	Noncredit	Y informal	Y	N	Y
EAS	Medical Assistant, Administrative	Crest	Day	M-F	Noncredit	Y informal	Y	N	Y
EAS	Medical Assistant, Clinical	Crest	Morning	M-F	Noncredit	Y informal	Y	N	N
PAS	Nurse Assistant	Del Norte HS	Morning	M-F	Noncredit	Y informal	Y	N	Y
PAS	Medical Assistant	Del Norte HS	Morning	M-F	Noncredit	Y Informal	Y	N	Y
PAS	Accounting / Computerized 1	PAS	Evening	T F	Noncredit	Y informal	Y	N	N
PAS	Accounting / Financial Level 2	PAS	Morning Evening	T	Noncredit	Y Informal	Y	N	Y
PAS	Auto Body Repair	Poway HS	Evening	T	Noncredit	Y Informal	Y	N	Y
PAS	Auto Engine Performance	Mt. Carmel HS	Evening	M	Noncredit	Y Informal	Y	N	Y
PAS	Auto Technology	Poway HS	Evening	Th	Noncredit	Y Informal	Y	N	Y
VAS	Keyboarding/Intro to Microsoft Office	VAS-Sunset Campus	Morning Evening	9am-12	Noncredit	Y informal	Y	N	Y
VAS	Microsoft Word 2010	VAS-Sunset Campus	Morning Evening	9am-12 & 6-9pm	Noncredit	Y informal	Y	N	N
VAS	Microsoft Excel 2010	VAS-Sunset Campus	Morning Evening	9am-12 & 6-9pm	Noncredit	Y informal	Y	N	N

VAS	Microsoft Office 2010 Beginning-Spanish	VAS-Sunset Campus	Morning Evening	6-9pm	Noncredit	Y informal	Y	N	N
VAS	Microsoft Office 2010 Intermediate-Spanish	VAS-Sunset Campus	Morning	Sat	Noncredit	Y informal	Y	N	N
VAS	Business Essentials	VAS-Sunset Campus	Morning Evening	6-9pm	Noncredit	Y informal	Y	N	Y
VAS	Computer for Business 1	VAS-Sunset Campus	Morning Evening	6-9pm	Noncredit	Y informal	Y	N	Y
VAS	Computer for Business 2	VAS-Sunset Campus	Evening	new	Noncredit	Y informal	Y	N	Y
VAS	Business Computer Lab	VAS-Sunset Campus	Day	M	Noncredit	N	N	N	N
VAS	Bookkeeping & Accounting 1	VAS-Sunset Campus	Evening	M W	Noncredit	Y informal	Y	N	Y
VAS	Bookkeeping & Accounting 2	VAS-Sunset Campus	Evening	T Th	Noncredit	Y informal	Y	N	Y
VAS	Computerized Accounting (QuickBooks)	VAS-Sunset Campus	Evening	M W	Noncredit	Y informal	Y	N	Y
VAS	QuickBooks Essentials & Advanced Online	VAS-Sunset Campus	Online	Online	Noncredit	N	N	N	Y
VAS	Apartment Rental Management	VAS-Sunset Campus	Evening	T Th	Noncredit	N	N	N	N
VAS	Healthcare Essentials	VAS-Sunset Campus	Morning Evening	M-Th	Noncredit	Y Informal	Y	N	N
VAS	Healthcare Preparation	VAS-Sunset Campus	Morning Evening	M W	Noncredit	Y Informal	Y	N	N
VAS	Personal Care Aide	VAS-Sunset Campus	Evening	T Th	Noncredit	Y informal	Y	N	N

VAS	Patient Service Rep	VAS – Sunset Campus	Evening Online	T Th	Noncredit	Y informal	Y	N	Y
VAS	Medical Assistant	VAS-Sunset Campus	Morning Evening	M-Th	Noncredit	Y informal	Y	N	N
VAS	Phlebotomy	VAS-Sunset Campus	Day Evening	T Th	Noncredit	Y informal	Y	Y	Y
VAS	Pharmacy Technician I and II	VAS-Sunset Campus	Morning	M-F	Noncredit	Y informal	Y	N	Y
VAS	Medical Transcription	Online	N/A	N/A	Noncredit	Y informal	Y	N	N
VAS	Intro to Scribes	Online	N/A	N/A	Noncredit	Y informal	Y	N	N
VAS	Medical Billing & Coding	VAS-Sunset Campus	Morning	M-F	Noncredit	Y informal	Y	N	N
VAS	Anatomy & Physiology	VAS-Sunset Campus	Evening Online	W	Noncredit	Y Informal	Y	N	Y
VAS	Intro to Paperless Medical Record	VAS – Sunset Campus	Morning Online	T Th	Noncredit	Y Informal	Y	N	Y
VAS	Career Essentials	VAS – Sunset Campus	Day	M W	Noncredit	Y	Y	N	N
VAS	A+, N+, S+	VAS-Sunset Campus	Evening	T Th	Noncredit	N	N	N	Y
VAS	Culinary (Includes Restaurant Mgmt Course)	VHS	Evening	M-Th	Noncredit	N	N	N	Y

Appendix Q: Fastest Growing Occupations 2012-2022

SOC	Occupational Title	Number	Percent
39-9021	Personal Care Aides	581	48.8
31-1011	Home Health Aides	424	48.5
27-3091	Interpreters and Translators	29	46.1
29-2032	Diagnostic Medical Sonographers	27	46.0
31-2011	Occupational Therapist Assistants	13	42.6
31-2021	Physical Therapist Assistants	29	41.0
31-2022	Physical Therapist Aides	20	40.1
39-5094	Skincare Specialist	18	39.8
47-3013	Helpers – Electrician	22	36.9
15-1122	Information Security Analysts	27	36.5
31-2012	Occupational Therapy Aides	3	36.2
43-6013	Medical Secretaries	189	36.0
29-1123	Physical Therapists	74	36.0
47-2021	Brickmasons and Blockmasons	25	35.5
29-2021	Dental Hygienists	64	33.3
13-1121	Meeting, Convention and Event Planners	31	33.2

The occupational titles in bold are available for CTE training or Apprenticeships at the SDNAEP Adult Schools and Palomar College

Appendix R: Occupations with the Most Job Growth 2012 and Projected 2022

SOC	Occupational Title	Employment Change 2012-2022	
		Number	Percent
39-9021	Personal Care Aides	581	48.8
29-1111	Registered Nurses	527	19.4
31-1011	Home Health Aides	424	48.5
35-3021	Combined Food Preparation & Serving Workers, including Fast Food	422	14.2
31-1014	Nursing Assistant	312	21.1
43-6014	Secretaries and Administrative Assistants, except Legal, Medical and Executive	308	13.2
43-4051	Customer Service Representatives	299	12.6
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	280	12.1
47-2061	Construction Laborers	260	24.3
11-1021	General and Operations Manager	244	12.4
47-2031	Carpenters	218	24.2
43-3031	Bookkeeping, Accounting, & Auditing Clerks	205	11.4
43-6013	Medical Secretaries	189	36.0
39-9011	Childcare Workers	184	14.0
43-9061	Office Clerks, General	184	6.2
37-2012	Maids and Housekeeping Cleaners	183	12.8
29-2061	Licensed Practical and Licensed Vocational Nurses	183	24.8
31-9092	Medical Assistant	163	29.0
35-2014	Cooks, Restaurant	150	14.7
37-3011	Landscaping & Groundskeeping Workers	140	12.4
43-4171	Receptionists & Information Clerks	136	13.5

The occupational titles in bold are available for CTE Training or Apprenticeships in the SDNAEP school districts

Appendix S: SDNAEP Program Outcomes for Short-Term CTE Programs

School	Classes	Total Student Enrollment	Total Students Dropped	Total No. of Certificates Awarded
2013-2014				
EAS	Healthcare Programs	80	4 (5%)	76 (95%)
	*Medical Terminology, Medical Coding, Medical Billing, Electronic Health Records for the Physician's Office, ICD-10-CM/PCS Coding			
	Certified Home Health Aide	23	1 (4%)	22 (96%)
	Certified Nurse Assistant	101	4 (4%)	97 (96%)
	Medical Assistant Administrative	65	3 (5%)	62 (95%)
	Medical Assistant Clinical	38	7 (18%)	31 (82%)
EAS	Bookkeeping and Accounting			
	Accounting Beginning – Advanced	44	21 (48%)	23 (52%)
	Computerized Accounting / QuickBooks	40	11 (28%)	29 (73%)
EAS	Business and Computers			
	Excel 2010 Fast Basics	53	0	53 (100%)
	Word 2010 Fast Basics	23	0	23 (100%)
	PowerPoint 2010 Fast Basics	23	0	23 (100%)
	File Management in Windows Fast Basics	30	0	30 (100%)
	Excel 2010 Fast Intermediate	20	0	20 (100%)
	Word 2010 Fast Intermediate	15	0	15 (100%)
	Typing and Keyboarding	195	0	195 (100%)
	Computer Basics and Keyboarding	87	9 (10%)	76 (87%)
	Intro to Computers	29	6 (21%)	23 (79%)
	Microsoft Outlook 2010	33	5 (15%)	28 (85%)
	Internet and Email	21	0	21 (100%)
	Microsoft Office Specialist – Online	40	0	40 (100%)
	MOU Certificate	N/A	N/A	6
	Business & Computer Applications	35	18 (51%)	17 (49%)
EAS	Other Short CTE Program			
	Computer Aided Drafting	16	7 (44%)	9 (56%)
	Construction Trades	N/A	N/A	N/A
	Woodworking Beginning	N/A	N/A	N/A
	Woodworking Advanced	N/A	N/A	N/A
	Spanish Basics	N/A	N/A	N/A
	Veterinary Assistant I	66	18 (27%)	47 (71%)
	Veterinary Assistant II	42	11 (26%)	31 (74%)
	Block Masonry Basic & Tenders	0	0	0
PAS	Healthcare Programs			
	Nurse Assistant	47	11 (23%)	N/A
	Medical Assistant	0	0	N/A
PAS	Bookkeeping and Accounting			

School	Classes	Total Student Enrollment	Total Students Dropped	Total No. of Certificates Awarded
	Accounting / Computerized 1	104	20 (19%)	N/A
	Accounting / Financial Level 2	22	1 (5%)	N/A
PAS	Other Short CTE Program			
	Auto Body Repair	18	5 (27%)	N/A
	Auto Engine Performance	0	0	N/A
	Auto Technology	16	2 (1%)	N/A
VAS	Healthcare Programs			
	Medical Coding	22	2 (9%)	20 (91%)
	Medical Coding Prep	7	1 (14%)	6 (86%)
	Medical Billing	13	3 (23%)	10 (77%)
	Medical Terminology A	92	8 (9%)	84 (91%)
	Medical Terminology B	27	1 (4%)	26 (96%)
	Medical Terminology B Online	44	7 (16%)	37 (84%)
	Introduction to Paperless Medical Records	63	14 (12%)	49 (77%)
	Healthcare Preparation	18	5 (28%)	10 (56%)
	Healthcare Essentials	233	26 (12%)	207 (87%)
	Patient Services Rep-Front Office	86	18 (21%)	68 (79%)
	Patient Services Rep-Front Office Online	37	7 (19%)	30 (81%)
	Personal Care Aide (NEW)	12	2 (17%)	10 (83%)
	Medical Transcription Online	15	4 (27%)	11 (73%)
	Introduction to Scribes	16	5 (31%)	11 (69%)
	Anatomy & Physiology A	46	13 (28%)	33 (72%)
	Anatomy & Physiology B	49	3 (6%)	46 (94%)
	Pharmacy Tech I	41	1 (2%)	40 (98%)
	Pharmacy Tech II	23	0	23 (100%)
	Medical Assistant / Clinical Part A	72	**	**
	Medical Assistant / Clinical Part B	66	**	**
	Phlebotomy	96	**	**
VAS	Business and Computers			
	Keyboarding/Intro to Microsoft	178	54 (30%)	124 (70%)
	Business Essentials	90	11 (12%)	79 (88%)
	Computers for Business I	102	15 (15%)	87 (85%)
	Computers for Business II	37	9 (24%)	28 (76%)
	Business Computer Lab	183	34 (19%)	149 (81%)
	Microsoft Office 2007 Intermediate	21	1 (5%)	20 (95%)
	Microsoft Office 2010 Beginning	11	1 (9%)	10 (91%)
	Microsoft Office 2010 Intermediate	70	5 (11%)	16 (38%)
	Microsoft Office Excel 2010 Level I	26	7 (27%)	19 (73%)
	Microsoft Office Excel 2010 Level II	14	3 (27%)	11 (79%)
	Microsoft Office 2010 Beg in Spanish	46	8 (17%)	39 (85%)
	Microsoft Office 2010 Interm in Spanish	17	1 (6%)	16 (94%)
	Microsoft Office Excel 2010 Level 1 Fast	19	2 (11%)	17 (89%)
	Microsoft Office Word 2010 Level I Fast	19	7 (78%)	12

School	Classes	Total Student Enrollment	Total Students Dropped	Total No. of Certificates Awarded
VAS	Bookkeeping and Accounting			
	Bookkeeping & Accounting Practices I	54	11 (20%)	43 (80%)
	Bookkeeping & Accounting Practices II	32	7 (3%)	25 (78%)
	Computerized Accounting	46	0	46 (100%)
	QuickBooks Essentials	13	3 (23%)	10 (77%)
	QuickBooks Essentials Online	14	3 (21%)	11 (79%)
	QuickBooks Advanced	5	1 (20%)	4 (80%)
	QuickBooks Advanced Online	4	0	4 (88%)
VAS	Computer Repair and Programming			
	A+ Level 1 and Certification	40	7 (18%)	33 (83%)
	Network+ Certification	17	3 (18%)	14 (82%)
VAS	Other Short CTE Programs			
	Apartment Rental Management	53	8 (15%)	44 (83%)
	Culinary Arts I	26	4 (15%)	22 (85%)
	Culinary Arts II	14	0	14 (100%)
2012-2013				
EAS	Healthcare Programs			
	*Medical Terminology, Medical Coding, Medical Billing, Electronic Health Records for the Physician's Office, ICD-10-CM/PCS Coding	57	13 (23%)	44 (77%)
	Certified Home Health Aide	36	0	36 (100%)
	Certified Nurse Assistant	120	0	120 (100%)
	Medical Assistant Administrative	44	4 (9%)	40 (91%)
	Medical Assistant Clinical	40	5 (13%)	35 (88%)
EAS	Business and Computers			
	Excel 2010 Fast Basics	N/A	N/A	N/A
	Word 2010 Fast Basics	N/A	N/A	N/A
	PowerPoint 2010 Fast Basics	N/A	N/A	N/A
	File Management in Windows Fast Basics	N/A	N/A	N/A
	Excel 2010 Fast Intermediate	N/A	N/A	N/A
	Word 2010 Fast Intermediate	N/A	N/A	N/A
	Typing and Keyboarding	N/A	N/A	N/A
	Computer Basics and Keyboarding	77	12 (16%)	65 (84%)
	Intro to Computers	40	17 (43%)	23 (58%)
	Microsoft Outlook 2010	36	7 (19%)	29 (81%)
	Internet and Email	29	5 (17%)	24 (83%)
	Microsoft Office Specialist – Online	40	0	40 (100%)
	MOU Certificate	N/A	N/A	6
	Business & Computer Applications	40	10 (25%)	30 (75%)
EAS	Other Short CTE Program			
	Computer Aided Drafting	10	0	10 (100%)
	Construction Trades	N/A	N/A	N/A
	Woodworking Beginning	N/A	N/A	N/A

School	Classes	Total Student Enrollment	Total Students Dropped	Total No. of Certificates Awarded
	Woodworking Advanced	N/A	N/A	N/A
	Spanish Basics	N/A	N/A	N/A
	Veterinary Assistant I	66	4 (6%)	62 (97%)
	Veterinary Assistant II	60	5 (8%)	55 (92%)
	Block Masonry Basic & Tenders	10	4 (40%)	6 (60%)
PAS	Healthcare Programs			
	Nurse Assistant	109	23 (18%)	N/A
	Medical Assistant	0	0	N/A
PAS	Bookkeeping and Accounting			
	Accounting / Computerized 1	62	8 (13%)	N/A
	Accounting / Financial Level 2	22	2 (9%)	N/A
PAS	Other Short CTE Program			
	Auto Body Repair	16	4 (25%)	N/A
	Auto Engine Performance	45	4 (8%)	N/A
	Auto Technology	12	1 (8%)	N/A
VAS	Healthcare Programs			
	Medical Coding	33	5 (15%)	28 (85%)
	Medical Coding Prep	13	3 (23%)	10 (43%)
	Medical Billing	16	0	16 (100%)
	Medical Terminology A	74	10 (13%)	64 (86%)
	Medical Terminology B	25	2 (8%)	23 (88%)
	Medical Terminology B Online	13	2 (15%)	11 (85%)
	Introduction to Paperless Medical Records	64	10 (16%)	44 (69%)
	Healthcare Preparation	18	5 (28%)	13 (72%)
	Healthcare Essentials	194	36 (19%)	15 (81%)
	Patient Services Rep-Front Office	113	11 (10%)	102 (90%)
	Medical Transcription Online	4	1 (25%)	0
	Medical Transcription	10	3 (30%)	7 (70%)
	Introduction to Scribes	11	3 (27%)	9 (82%)
	Anatomy & Physiology A	79	16 (20%)	63 (80%)
	Anatomy & Physiology B	81	18 (22%)	63 (78%)
	Pharmacy Tech I	30	2 (7%)	28 (93%)
	Pharmacy Tech II	39	3 (8%)	36 (92%)
	CPR- BLS	65	5 (7%)	60 (92%)
	Medical Keyboarding	4	0	4 (100%)
	Basic Spanish for the Medical Work*	29	14 (48%)	15 (52%)
	Medical Assistant	**	**	**
	Phlebotomy	**	**	**
VAS	Business and Computers			
	Keyboarding/Intro to MS Office	62	24 (39%)	38 (61%)
	Keyboarding/Intro to Word 2010	63	21 (33%)	42 (67%)
	General Keyboarding	56	15 (32%)	41 (73%)

School	Classes	Total Student Enrollment	Total Students Dropped	Total No. of Certificates Awarded
	Business Essentials	117	49 (27%)	68 (58%)
	Computers for Business I	73	34 (47%)	39 (53%)
	Computer for Business II	17	3 (18%)	14 (82%)
	Business Computer Lab	N/A	N/A	N/A
	MS Office 2007 Beginner	55	6 (11%)	49 (89%)
	MS Office 2007 Intermediate	49	1 (2%)	48 (98%)
	Microsoft Office Beginning in Spanish	40	0	40 (100%)
	Career Tech Ed / Lab	111	34 (31%)	77 (69%)
VAS	Bookkeeping and Accounting			
	Accounting Fundamentals A	12	2 (17%)	10 (83%)
	Accounting Fundamentals B	13	3 (23%)	10 (77%)
	Bookkeeping & Accounting	45	4 (8%)	41 (91%)
	Computerized Accounting (QuickBooks)	6	(33%)	4 (67%)
	QuickBooks For Small Business	5	1 (20%)	4 (80%)
VAS	Other Short CTE Programs			
	Apartment Rental Management	54	21 (39%)	33 (61%)
	Culinary Arts I	17	1 (6%)	16 (94%)

Appendix T: SDNAEP Apprenticeship Programs

School	Class Name	Location	Length of Time	Entry Requirements	Ed Plan	Counseling	Job Assist.	Credit, Noncredit, or Enhanced Credit
EAS	Block Masonry	EUHSD District	2 years	18 years old High School Diploma or GED	Y	Y	Y	Credit
Palomar College	Electrician	Riverside / San Bernardino Training Center	5 years	18 years old High School Diploma or GED Passed 1 year of High School Algebra or 1 semester of College Algebra with a passing grade of C or better	Y	Y	Y	Credit
Palomar College	Acoustical Installer	San Diego Carpenters Training Center	4 years	17 years old, Able bodied	Y	Y	Y	Credit
Palomar College	Drywall Lather	San Diego Carpenters Training Center	4 years	17 years old, Able bodied	Y	Y	Y	Credit
Palomar College	Carpentry	San Diego Carpenters	4 years	17 years old, Able bodied	Y	Y	Y	Credit

								Credit, Noncredit, or Enhanced Credit
School	Class Name	Location	Length of Time	Entry Requirements	Ed Plan	Counseling	Job Assist.	
		Training Center						
Palomar College	Plasterer	San Diego Carpenters Training Center	4 years	17 years old Able bodied	Y	Y	Y	Credit
Palomar College	Inside Wireman	San Diego Electrical Training Center	5 years	18 years old High School Graduate or GED or 2-year Associate's Degree	Y	Y	Y	Credit
Palomar College	Sheet Metal	San Diego Sheet Metal Training Center	5 years	18 years old High School Diploma or GED Passed 1 year of High School Algebra or 1 semester of College Algebra with a passing grade of C or better	Y	Y	Y	Credit
Palomar College	Sound & Communication System Installer	Riverside / San Bernardino Training Center	5 years	18 years old High School Diploma or GED	Y	Y	Y	Credit

School	Class Name	Location	Length of Time	Entry Requirements	Ed Plan	Counseling	Job Assist.	Credit, Noncredit, or Enhanced Credit
Palomar College	Sound Technician	San Diego Electrical Training Center	5 years	18 years old High School Diploma or GED Passed 1 year of High School Algebra or 1 semester of College Algebra with a passing grade of C or better	Y	Y	Y	Credit

NOTE: Students who participate in the apprenticeship program will earn a Certificate of Achievement from Palomar College and a Journeyman's Certificate from the training center.

Appendix U: SDNAEP Program Outcomes with Apprenticeship

Program Outcomes with Apprenticeship at EAS and PC

School	Class Name	No. of Students Enrolled	No. of Students who Journeyed Out	Total Certificates Awarded
2013-2014				
EAS	Block Masonry	0	0	0
Palomar College	Electrician	153	17	17
Palomar College	Acoustical	N/A	N/A	N/A
Palomar College	Drywall Lather	66	25	16
Palomar College	Carpentry	127	30	32
Palomar College	Plasterer	N/A	N/A	N/A
Palomar College	Inside Wireman	124	35	35
Palomar College	Sheet Metal	34	24	17
Palomar College	Sound & Communication System Installer	24	8	8
Palomar College	Sound Technician	N/A	N/A	N/A
2012-2013				
EAS	Block Masonry			

School	Class Name	No. of Students Enrolled	No. of Students who Journeyed Out	Total Certificates Awarded
Palomar College	Electrician	124	73	73
Palomar College	Acoustical	N/A	N/A	N/A
Palomar College	Drywall Lather	126	31	20
Palomar College	Carpentry	122	39	34
Palomar College	Plasterer	N/A	N/A	N/A
Palomar College	Inside Wireman	113	34	30
Palomar College	Sheet Metal	30	28	28
Palomar College	Sound & Communication System Installer	18	9	9
Palomar College	Sound Technician	N/A	N/A	N/A

*The enrollment numbers are the students enrolled in the designated school year.

**Apprenticeship programs certificates would be awarded from 2007-2008 and 2008-2009 enrollment.

Appendix V: Grossmont College Class Offerings for Correctional Facilities

Correctional Program	Type of Certificate	2010-11		2011-12		2012-13	
		# Students	# Certificates	# Students	# Certificates	# Students	# Certificates
Office Occupations	Adult Ed certificate for Keyboarding, Word, Excel, PowerPoint	396	214	364	197	287	180
Culinary Arts	Bakery/Catering Safety and Skills	Not offered		Not offered		70	51
Foodhandler	SD County Foodhandler Card	716	702	817	801	722	708
ServSafe	ServSafe Licensed Certificate	1,568	134	1,873	150	1,825	142
Painting	Commercial/Residential Painting Safety & Skills	99	78	68	59	59	40
Construction	Beginning Construction Skills; Intermediate Construction Safety & Skills	98	71	159	101	445	206
Janitorial	Commercial Janitorial Safety & Skills	277	125	146	73	66	32
Computer Graphics	Computer Literacy & Computer Graphics Skills	986	109	849	91	657	70
Landscaping	Landscaping & Nursery Safety & Skills	275	89	209	75	162	61
Laundry	Commercial Laundry Safety & Skills	510	258	358	183	326	174
Printing	Commercial Printing Safety & Skills	86	60	82	58	91	62
Sewing	Commercial Sewing Safety & Skills	330	226	275	221	198	217

Appendix W: References

Community College Research Center: <http://ccrc.tc.columbia.edu/Community-College-FAQs.html>

County of San Diego Health and Human Services Agency: www.sandiegocounty.gov/hhsa

Employment Development Department: www.edd.ca.gov

Kidsadata.org: www.kidsdata.org

Kuymeyaah: <http://www.kumeyaay.info/>

Literacy Project Foundation: www.literacyprojectfoundation.org

National Assessment of Adult Literacy: www.nces.ed.gov/naal

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