



# EAST REGION ADULT EDUCATION

Education That Works

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

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#### **EDUCATION THAT WORKS. TRANSITIONS THAT MATTER. STUDENTS WHO SUCCEED.**

As East Region Adult Education (ERAЕ) moves forward over the next years, this Strategic Plan provides the framework for *Education that Works* and *Transitions that Matter*, which will help determine how adult learners – our students and ourselves – will thrive and succeed. *Students Who Succeed* are those who are able to experience and shape a transformative culture of lifelong learning and economic empowerment. They are more effectively contributing to their families and communities through education, training, and by earning a living wage. They will have benefitted from a system that puts their needs and interests ahead of the institutions, assures equity through personalized and just-in-time academic, transition, and career services, and sets high expectations for all. Such a system incorporates core elements (such as technology, curricula, and culture) and unique interventions (such as student support and services, program design, outreach and engagement), and has recognizable and relevant value to local and regional employers.

This strategic plan was completed with input from more than 200 unique individuals. The group includes current Grossmont Adult Education (GAE) students; former GAE students who have transitioned to college and careers; teachers and staff from MEUSD and GAE/GUHSD; GCCCD faculty and management; more than 30 regional CBOs and other non-profit organizations; representatives from regional tribal communities, from the Economic Development Council (EDC) and the San Diego Workforce Partnership (SDWP); and more than 75 representatives from the regional business community. Based on an initial Strategic Kick-off Summit in March 2018, six task forces and a Strategic Planning Steering Committee were set up. Task force and steering committee members participated in consortium self-assessment sessions, utilizing CAEP’s Consortium Program Quality Self-Assessment Tool. The self-assessment initiated the development of recommendations in six identified core areas: acceleration, alignment, business engagement, student assessment and tailored programs, marketing and engagement, and professional development. Recommendations were reviewed in draft and final versions by a Strategic Planning Steering Committee between May 2018 and February 2019; final recommendations were presented to the consortium’s Governing Board in March 2019. Before submission to CAEP in June 2019, the plan was shared across stakeholders (onsite and online) for final review and comments. (Figure 1)

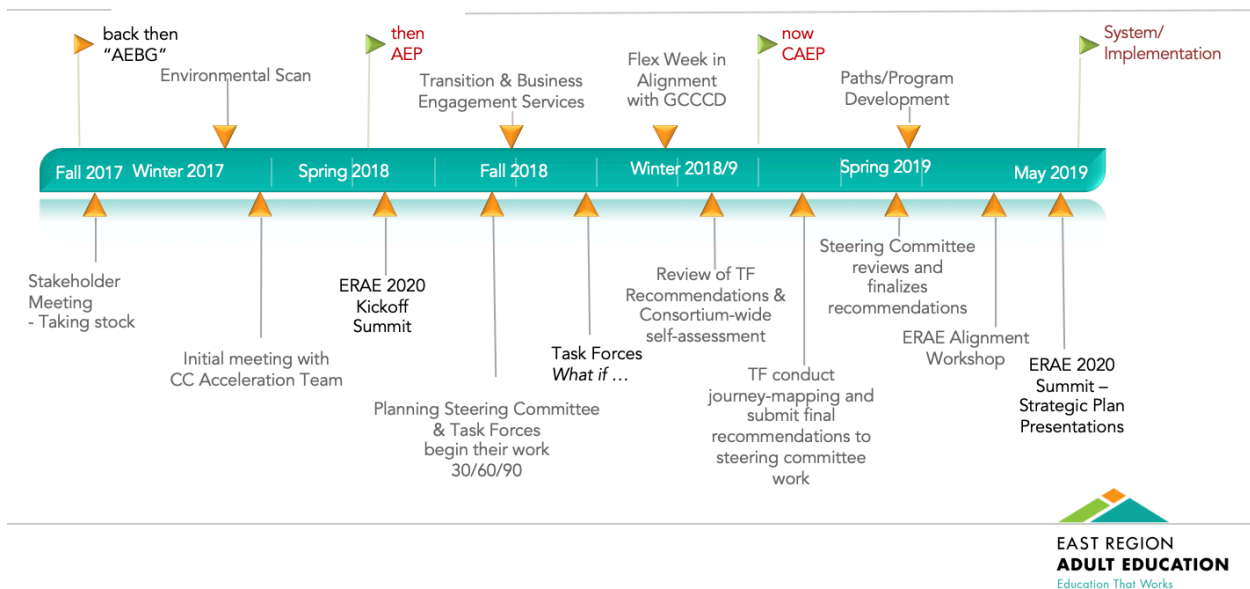


Figure 1. ERAE Planning Timeline

To help achieve the consortium’s vision, this strategic plan provides a summary of our work so far, points to some key achievements and key challenges, and outlines our goals and strategies for adult education for the 21<sup>st</sup> century. Lastly, it offers a sketch of what we envision ERAE will look like when pilots and second and third iterations have been implemented successfully. Since ERAE was established in 2014, our consortium has been doing extensive work to better understand and meet the evolving needs of our East Region community.

- Through program area councils and task forces, we built a shared understanding of gaps in services and of what adult education in and for the 21<sup>st</sup> century might look like. Work resulted in a GAE/ Grossmont College articulation agreement for "Medical Terminology," a GAE CompTIA ITF and A+ certification program that fast-tracks adult students into college courses, shared ESL lesson plans, math and IT boot camps, and program development for tribal communities in the Mt. Empire region.
- Through the introduction of Transition Services, we began to open more doors for traditionally underserved students. Transition Services offer students support as they enter adult education (intake and onboarding); as they transition within classes, programs, and levels (student-owned transition maps track progress, success, and further goals; community resource referral and support are extended and intensified as needed); and as they transition out of adult education onto careers, career training, or college (exit interviews and follow-up communication; extended support as needed). As of 2018, the consortium’s transition team has five specialists who support students through education planning,

referrals to address barriers, and connections to programs that get students to their long-term goals. Between the Fall of 2017 and Winter 2019, transitions specialists supported more than 150 students in matriculating directly into credit-bearing, transferable college courses and 14 students in being accepted into the Grossmont-Cuyamaca College Promise programs. (It is worth noting here that many of our GAE students do start with the CA Promise Grant, formerly known as the BOG fee waiver, because it doesn't require students to be enrolled full time.) Transition services are located at all GAE sites; as a team, and together with a Business Engagement Coordinator, they are funded by GCCCD's CAEP allocation. Navigating the terrain together with the students, transition specialists have also been adapting their work to support outreach that extends to Mt. Empire's community as well as innovation that enhance in curriculum and andragogy.

- Over the last two years, GAE introduced new Integrated Education and Training (IET) classes (Auto body, CompTIA A+ certification, Medical Careers), strengthened certification programs and the EL Civics Curriculum, and developed other bridge classes that prepare students for career training programs (e.g., culinary arts, construction and trades, medical occupations). Our medical career programs consistently deliver high-quality training with a completion and certification rate > 87%. Across ESL, ABE and ASE programs, 59% of our students achieved EFL gains (measured through CASAS pre- and post-testing) in 2017/18; an increase of 8% in comparison to the previous school year.
- Over the last two years, we also strengthened our efforts toward consortium-wide coordinated activities. GAE offered an IT Fundamentals class at Cuyamaca College; GCCCD college counselors hold weekly office hours at GAE Foothills Adult Education campus, monthly field trips to the colleges bring together consortium partners and students, and an annual "Education Day" brings together the East County Chamber of Commerce's Leadership Program, its business representatives, and Adult Ed training providers.
- Closer ties to the business community will also be forged through the CAEP manager's participation in SDWP's Business Services Collaborative and two of SDWP's special projects, as well as through the more recent introduction of a business engagement coordinator, a position we wanted to fill right away in response to needs articulated during the initial kickoff summit in March 2018. As the strategic plan will show, the consortium is already in the early stages of implementing student industry tours, a job board, and career readiness workshops.
- We developed stronger partnerships for impactful professional development. GAE and GCCCD training opportunities are coordinated; teachers from all three consortium members have been shadowing each other and learning together; Cuyamaca's acceleration team led a day-long workshop for GAE and MEUSD teams; and regional partners such as Non-profit

Management Solutions and national partners such as ACE and CAEL have provided intensive training on crucial elements of student-centered teaching and learning such as prior learning assessment, emotional intelligence, cultural competence, and culturally responsive practices.

- Outreach and local marketing efforts and successes include a social media presence with more than 600,000 Twitter connections and more than 850,000 instances of LinkedIn engagement, an active Facebook and Instagram student community, and a Youtube channel featuring student success stories.
- To implement tools and enhance the learning experience for *our* students, we are customizing and piloting a student success system (Nuro Retention) and a learning management system (Canvas). We are proud of our innovative work with Nuro Retention and Canvas. Almost all learning and student management platforms are still developed for and geared toward traditional education environments, be that K-12 or college. Lifecycle systems that are built on the assumption that educational and training pathways are linear (even if there are breaks in the trajectory), and weigh predictions of success or risk based on assignment due dates, grades, semester-long attendance, etc., but do not address key benchmarks and milestones of importance for our adult students' success.
- Last but not least, we have raised awareness for adult education throughout our East Region communities. Our consortium logo is now recognized among partners and stakeholders. It tells a story about us as a consortium and about each member. It reflects what we do in a bold and dynamic way. We are surrounded by mountain ranges and beautiful flora, and live and work in a mix of suburban communities and back country. Much of the region's population is concentrated near the city of San Diego, in East County. However, our Mt Empire and tribal communities in the East Region are crucial to the success of our region. And, of course, the sun rises in the east. Because GAE provides most programming and to demonstrate cohesion, GAE has adapted the same logo. Through intentional coordination, alignment and integration, we are building solid structures for student success.



As a consortium, we have grown – for, because, and with our students. **Together we have set the stage for shaping adult education for the 21<sup>st</sup> century and create a system for Education That Works. Transitions That Matter. Students Who Succeed.** To realize this vision, we set the following six strategic goals:

1. **Improve Integration of Services through Professional Learning: Establish a sustainable learning and working/professional development environment for consortium members, teachers, and staff.**

Strengthening our roles as education leaders and mentors, we will be champions and model continuous lifelong learning (training, re-training, up-skilling). The professional development environment will provide time and space for practitioners to embed basic skills into career education and vice versa utilizing evidence-based practices such as contextualization, acceleration, and culturally responsive learning.

2. **Improve Transitions through Acceleration and Alignment: Develop six clearly mapped training and education paths for all consortium students, in alignment with regional needs for skilled workers and the California Community Colleges Guided Pathways Initiative.**

Engaging the business community and other partners, an integrated, future-facing model will connect learning and meaningful work. Six paths – broad, career-oriented content areas – will become the foundation for a system that can respond just-in-time to the needs of employers and the community. The system will be recognized for its adaptivity, integrated prior life and work assessment, life and career planning, and innovative curriculum and instruction across programs and subject areas.

3. **Improve Integration of Services through Holistic Assessment of New Students, Outreach and Engagement: Establish “high-touch” onboarding processes designed to support first-time students make informed choices, plan across programs, and identify next career steps and goals aligned to their skills and interests and regardless of entry point or level.**

Early engagement with potential consortium students and intentional outreach to adults who face numerous barriers to employment will address challenges faced by non-traditional students who might not have a HS diploma, might or might not have a criminal record, and might or might not have readily recognized life and/or work experience. Every student will be supported in exploring their options through multiple measures assessment, and intensive support will be provided as needed for each student to succeed.

4. Improve Transitions through Student Assessment and Student-Centered Services: Provide access to high-quality transition, advising, academic support and job placement services for nearly all students.

Advisors and transition specialist jointly and continuously guide students and thereby enable them to identify their capacities, competencies and interests, to make occupational decisions when needed, and to manage their life paths in work and other settings. Through proactive advising, supported by technology (Nuro Retention's early alert system), advisors, teachers and transition specialists collectively support students in transitioning to college or career. A Student Success Center on GAE's campus and GAE classes offered on GCCCD's campuses will increase accessibility of services. Adherence to common data collection and reporting needs will foster seamless transitions.

5. Improve Transitions through Business Engagement and Alignment with industry and community-based organizations: Strengthen the network for partnership and collaboration to provide students with opportunities for employment and professional growth across the region.

ERAЕ program performance and progress will be measured against business metrics and identified regional and local priority sectors and occupations – occupations that have high and growing numbers of jobs and pay at least a self-sufficient wage at the entry level. The sector lens will expand the frame of reference for both our students/job seekers, our AJCC partners, and our business partners who will better understand, for example, that our IT certification programs could prepare a student/job seeker for employment with a hospital just as easily as a casino. ERAЕ will refine CAEP population specific, meaningful career training paths and explore earn and learn models that lead to quality jobs. A quarterly business roundtable will provide the necessary expertise for a work-based curriculum that leads to certification recognized by industry and local businesses.

6. Improve Integration of Services through Outreach and Inclusion: Develop internal as well as external marketing strategies to raise awareness of opportunities and practices in an adult education system that allows for education and training to become lifelong practices.

Through a digital environment (website and social media) and non-tech media, available in multiple languages and with information on all available options, we will develop opportunities for communication and a shared understanding of adult education across stakeholders. ERAЕ will market classes in broad, career-focused paths that guide students to enter adult ed., succeed in adult ed., and transition into employment and further education.



The consortium's strategic plan stresses the need to focus on education and training of adults from all walks of life, as a means to strengthen the community we live in, provide resources to those most in need, and prepare for changing demographics and changing economic realities. Throughout the next years, we will consistently ask our community stakeholders what other steps they would recommend us to take for *Education That Works. Transitions That Matter. Students Who Succeed.* (Figure 2)

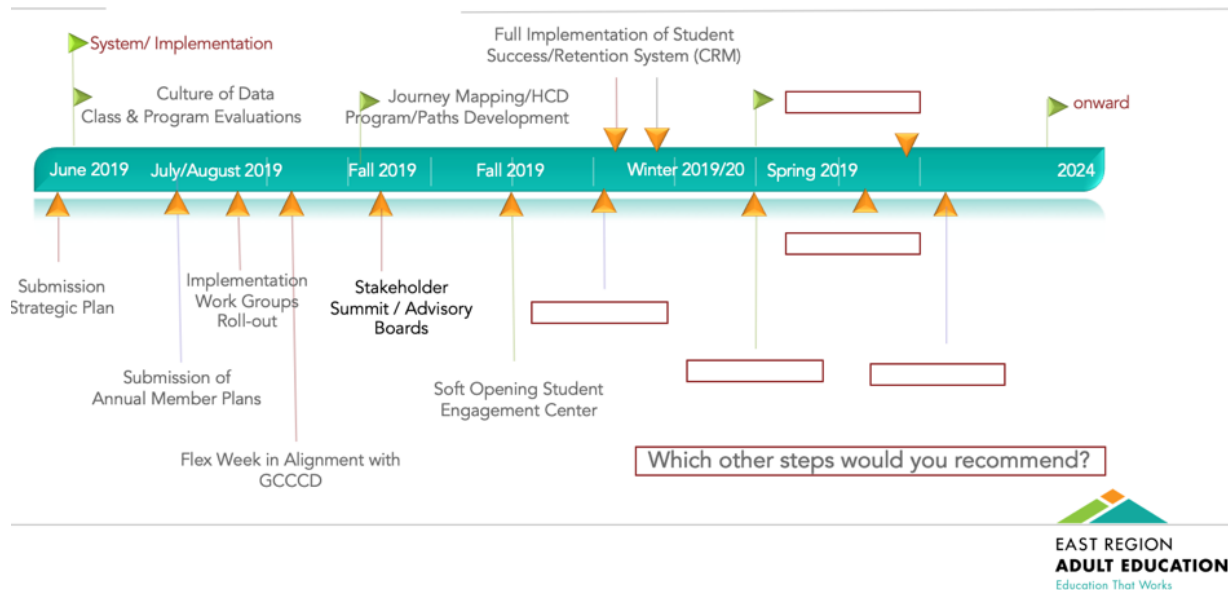


Figure 2: ERAE From Plan to Implementation to Transformation

**What, then, will ERAE look like in the future**, when pilots and second and third iterations have been implemented successfully and goals have been met and renewed? We envision an adult education system that is:

- ◆ **Built for agility:** ERAE adopts a flexible, data-driven culture that enables and encourages contextualized, personalized learning with a purpose and enriched by technology; holistic student support and just-in-time training. ERAE is a strategic partner for community colleges and workforce development initiatives that aim to address our students' skill gaps, changing demographics, and economic mobility.
- ◆ **Intentionally diverse:** ERAE embraces diverse mindsets, skillsets and flexible learning environments. Integrated solutions remove barriers and close the equity gap. Social and emotional skills are considered a priority, and there is an academic and career path for every student.
- ◆ **Working with a purpose:** ERAE builds coalitions with local and regional employers who are committed to a thriving East Region, and promotes learning that increases confidence, efficiency, and satisfaction for employees and students.

## 2.2 Pre-Planning Assessment

ERAЕ’s three members - Grossmont Union High School District, Grossmont-Cuyamaca Community College District, and Mountain Empire Unified School District – currently provide adult education and training opportunities as well as student support services for more than 12,000 adult learners, at over 25 sites, in medical and non-medical Career Technical Education, English as a Second Language, Citizenship, Digital Literacy, High School Diploma/Equivalency Programs, and Adult Basic Education. Students have access to extensive student services support students in transitioning to college and careers. The consortium’s three members have some unique characteristics that play a role in how we allocate available CAEP funding. Mountain Empire Unified School District (MEUSD) is geographically the largest school district in California, occupying over 600 square miles (Figure 3), but arguably one of the districts with the smallest adult education program, partially due to its relatively small population.

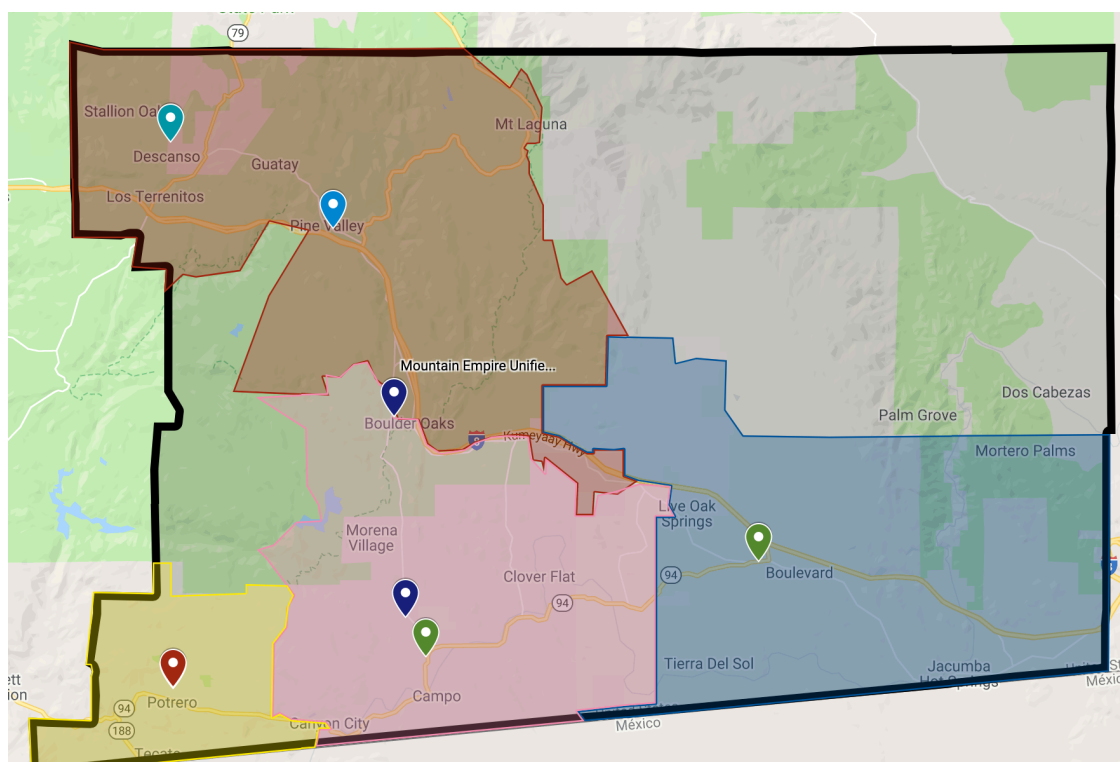


Figure 3. MEUSD boundaries

Currently, this program provides adult learners with opportunities to study toward their High School Diploma or High School Equivalency. The program has been offered for many years but also faces challenges: students are often discouraged to engage in a program that requires them to travel great distances in an area where public transportation is limited; students may

work two or three jobs and can quite literally not afford time and money spent on education; and employment opportunities upon exit from training programs are low or perceived as low. To maintain adult education programming at the current level, MEUSD supplements CAEP funding with LCFF funding. Based on a needs assessment conducted with the school district's parents in February 2019, the district is planning more and innovative programs. Grossmont Union High School District covers a smaller geographic region of suburban and rural areas (Figure 4).

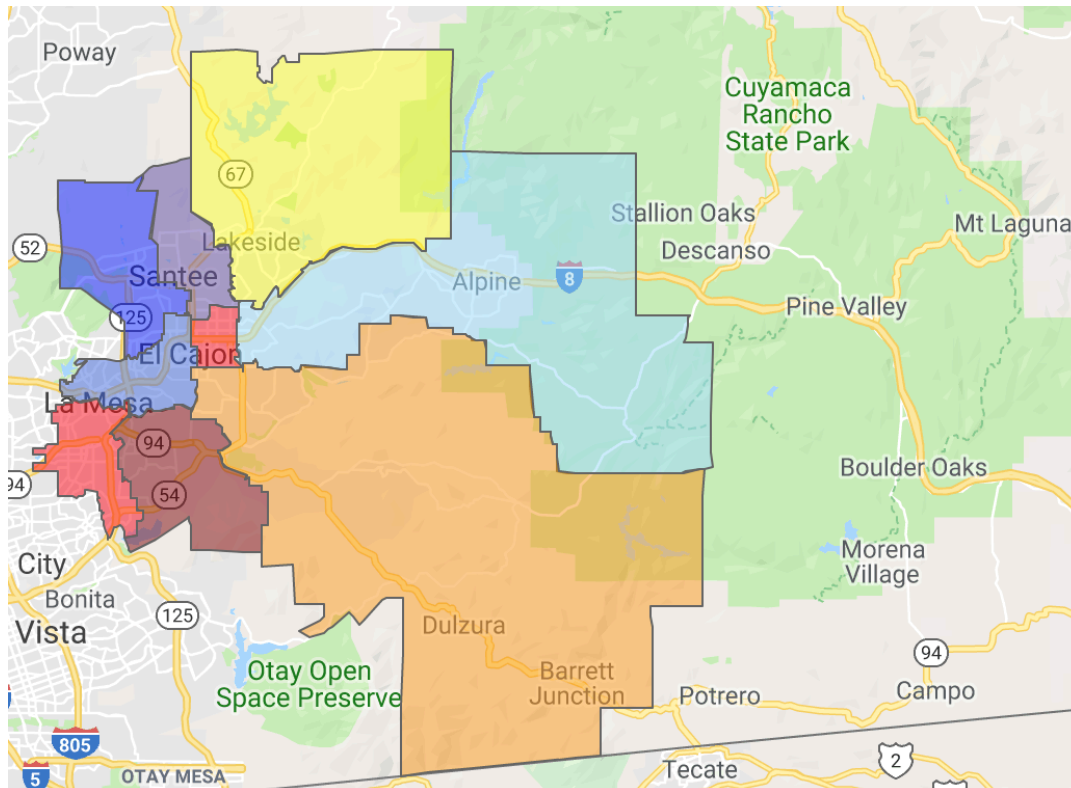


Figure 4. GUHSD boundaries

Its adult school, Grossmont Adult Education (GAE), offers a wide spectrum of adult education classes and programs for approximately 99% of the consortium's students. Accordingly, GAE receives approximately 84% of CAEP funding directly. To support students across the consortium and maintain and develop additional programs, GAE leverages additional funds (Figure 5).



- Perkins
- Fees
- K12 Adult Ed Jail Funds
- Contracted Services
- In-kind Contributions
- WIOA II

Figure 5. GAE Leveraged Funds

Grossmont-Cuyamaca Community College District (GCCCD) does not currently offer non-credit courses. Early on, the strategic decision was made to develop a system that prepares students for credit, transfer-level courses, be that through alignment and articulation with the local high schools (coordinated through the East County Education Alliance) or through the adult education consortium. Through coordination of available programs and services across our consortium members, we have eliminated duplication and, simultaneously, introduced program support that promotes student success and improves the quality and reach of adult education. As a member of ERAE, GCCCD is well-positioned to provide support for agency-wide coordination (including a program manager funded through GCCCD’s CAEP allocation) and for transition support in the three major languages spoken by our students (including five transition specialists and a business engagement coordinator funded through GCCCD’s CAEP allocation). Specialists and coordinators have developed an onboarding process that helps students identify career options and goals; a referral system that supports students in transitioning smoothly and across members and partners to college and career; and outreach to help communities understand educational options and services available. GCCCD support also encompasses professional development aligned to the consortium’s mission and goals; ongoing needs analysis informed by labor market data, Launchboard, and assessment of community needs; and implementation of technology-supported case and learner management tools (i.e., Nuro Retention and Canvas).

Through various education and workforce programs, ERAE supported 14,185 students in 2017-2018; 3,591 of these students participated in Correctional Education programs. The program with the largest number of participants was Career Education, followed by English as a Second Language (3,298). Almost as many students participated in one of 131 medical career education classes (2,063) as participated in all other, non-medical career education classes we offer (2,676).



More than 14,000 students participate in CAEP programs.

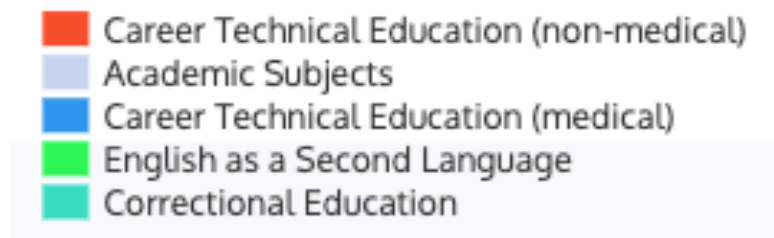


Figure 6. Distribution of students across programs

Programs and classes include:



- Career Training (non-medical):
- Welding
  - Auto Body Repair
  - Commercial Truck Class B License
  - Cosmetology & Barbering
  - Intro to CADD
  - Intro to Digital Manufacturing
  - Intro to Computer Programming
  - CompTIA ITF/A+ Certification
  - MS Office Suite
  - Accounting & Finance
  - Administrative Assistant
  - Culinary Arts
  - Construction Trades
  - Real Estate
  - Business Technology



- Career Training (medical):
- Vocational Nursing
  - Dental Assistant
  - EMT
  - Nursing Assistant
  - Pharmacy Technician/MLA
  - Phlebotomy Technician
  - Veterinary Assistant
  - Medical Assistant
  - Healthcare Interpreting
  - Medical Office Professional
  - Home Health Aide
  - National Caregiver Training
  - Electronic Medical Records

In 2017-2018, more than 1,100 students either transitioned into or completed a post-secondary program. (Figure 7).



Figure 7. 1,296 students achieved EFL gains; 113 earned a HS diploma or equivalency. 588 students completed a post-secondary program; 632 transitioned to a post-secondary program; 319 students achieved a wage increase. All data refers to reporting year 2017-18.

Transition Services (TS) were introduced consortium-wide in 2017 and have been playing a vital role ever since in ensuring that students have access to support resources that apply usefully to achieving educational and career goals. TS support students in articulating and achieving their educational and career transition goals and serve as the liaison between students, instructors, and other key staff and on connecting students to local and regional community resources.



Transition Services –  
Student Support 2018

- Five Transition Specialists
- More than 700 class visits
- 2,574 documented 1:1 student meetings
- Design of more than 2,000 transition maps tailed to the individual student’s needs and goals
- More than 600 referrals to community resources for housing, medial support, childcare, transportation, and food



Transition Services –  
College/Career Preparation 2018

- 156 students worked with a Transition Specialist to matriculate to college
- 34 out of those 156 were dual enrolled
- 14 participate(d) in the College Promise initiative

The most common support approach utilized by transition specialists is integrative advising, incorporating developmental, intrusive and prescriptive models. Self-authorship, a foundational practice of the developmental advising model, drives their interactions with students from intake to exit. Diverse students are more likely to engage in self-authoring when they are given the opportunity to reason independently and feel supported to take action. ERAE’s transition students utilize transition maps (Figure 8) to plan, customize, and take ownership of their educational pathways. Transition specialists offer strategically timed advising. These maps will be offered in digital and print format and can carry through program completion and transition into higher education or the workforce. They are utilized by staff and faculty to provide personalized services and learning experiences.

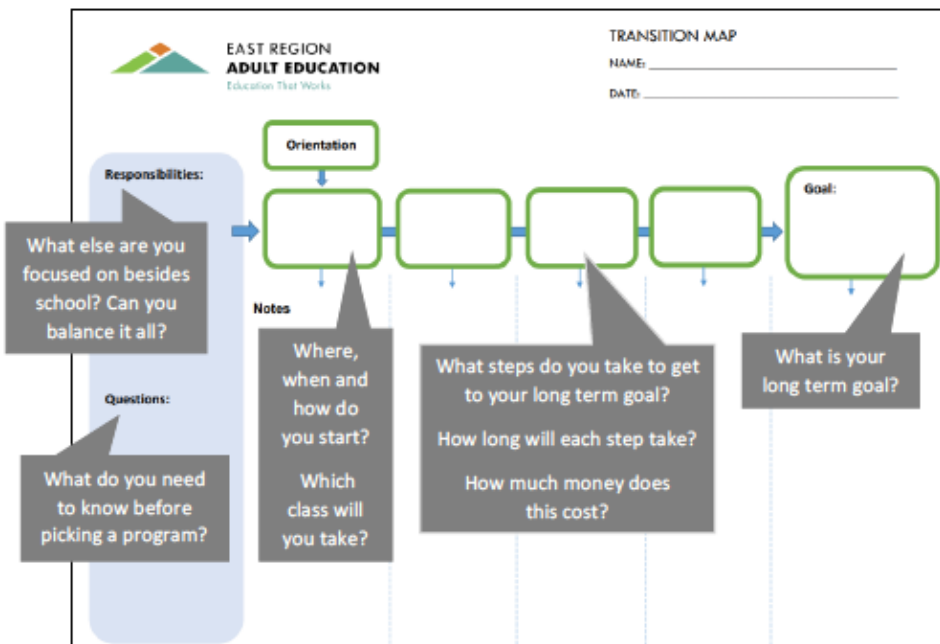


Figure 8. Student-owned transition maps are co-developed by a transition specialist and a student during initial meetings.

Students set their paths of achieving educational and career goals, while transition specialists provide support by helping eliminate situational or institutional barriers. Students highly value this support and those that have engaged in this advising state it is one of the most important service offered toward long-term goals. Transition specialists meet the students where they are, including all physical consortium sites and the local AJCC included. At the latter, TS offer open office hours twice a week, coordinate co-enrollment processes with the center’s career agents, and connect customers to training and education programs available within the consortium. TS coordinate additional services with the El Cajon Collaborative and the Transitional Living Center for services for homeless students, connect students to medical and mental health services in the county, and locate food, transportation, childcare and other resources. Beyond transition services, the consortium has also expanded business engagement activities that directly connect adult learners to our industry partners through industry tours, career fairs, and weekly work readiness workshops co-facilitated with industry partners. The eco-map below (Figure 9) shows the systems at play in our students’ lives and thus in our work with the students.

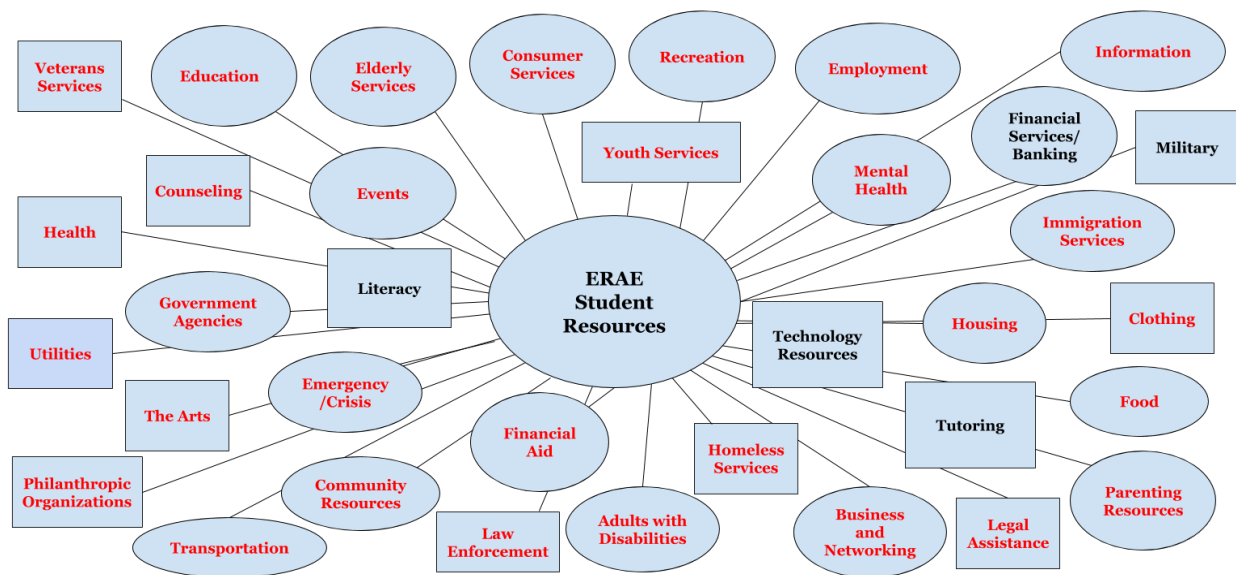


Figure 9. ERAE Eco-map. Systems at play for adult learners.

ERAE is aligning services with partners, other regional plans and planning processes:

- GAE receives WIOA Title II and Perkins funding. The funds are leveraged to supplement our ABE, ASE, and ELL population and CTE programs. All CTE programs follow CDE’s “11 Elements of High Quality CTE” recommendations. All 11 quality areas are considered to ensure to the effectiveness of programs. At the Health Occupations Center (HOC), regular



advisory meetings are used as a time for business partners to guide GAE in providing programs with current industry standards in the health and medical field. Curriculum, textbooks, labs and equipment, job training opportunities, cost per student, the cost of the teacher, and the cost of the supplies and equipment are monitored and analyzed considering completions, certifications, employment and labor market data. Through the consortium, GCCCD's Allied Health and nursing programs and HOC collaborate to facilitate and fast track matriculation to the college programs.

- Our students live and work across consortium lines and (have to) navigate very different education and training systems. We need to develop student-centered program maps that clearly delineate on- and off-ramps, requirements, and opportunities. Mapping efforts need to be coordinated not only across consortium partners but also with the four other adult ed. consortia in the region. Two projects are currently in early design phases:
  - ERAE is working closely with two business partners and three Mt. Empire tribal community partners to map five consortium career training paths (culinary, hospitality, IT, finance, auto repair). These maps will serve as templates for additional maps for other career training paths.
  - In coordination with the region's Strong Workforce consortium (San Diego Imperial Counties Regional Consortium) and in collaboration with the four other regional adult education consortia, ERAE is contributing to regional mapping and articulation of Adult Education Career Education (CE) courses and programs tailored to the specific needs of adult learners who do not and cannot pursue career pathways that (still) assume a more or less linear trajectory.
- ERAE has begun to organize programs around common standards for college and career readiness, foremost in coordination with the college district's ESL, Career Education, English and math programs. To implement contextualized ESL and IET classes and instructional practices that incorporate the skills and knowledge our adult learners need to transition successfully, we are partnering with Cuyamaca College's acceleration project and the district's Guided Pathways teams.
- In an effort to minimize duplication and leverage resources, ERAE has initiated new partnerships with regional programs for adults with disabilities (Department of Rehabilitation, San Diego Regional Center, Partnership with Industries) and programs for health and wellness counseling and support (NAMI, 211) and is exploring opportunities to support more effectively the veterans in our region (San Diego Military & Veterans InTransition, VEAP, No One Left Behind).



- ERAE's key partners to address the needs of our communities include the San Diego Workforce Partnership, local and regional AJCCs, the East County Chamber of Commerce, the East County Economic Development Council, the local Neighborhood Healthcare, the college district's "Guided Pathways" projects, and the SDIC Consortium (Strong Workforce Program). With the latter and under leadership of ERAE's CAEP manager, we are currently rolling out a pathway mapping project for career training programs.

For further entities and funding available to support adult education services, see Table 1. Regional Service Providers, and Table 2. Funding for Adult Education Programs and Services.

Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow.
San Diego County Library System	Education	201 Douglas Ave, El Cajon, CA 92020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilities, in-kind services/classroom
San Diego Workforce Partnership	WDB	9246 Lightwave Ave, Suite 210, San Diego 92123	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Labor market research; Business services collaborative; ELL navigator project; job board for whole region
Public Consulting Group (PCG)	Workforce Dev.	151 Van Houten Ave, El Cajon, CA 92020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TANF, CalWORKs eligibility and employment services, WIOA eligibility, job search, referrals to partners, initial assessment, individual employment plans, internships, workforce prep, employer need assessment
International Rescue Committee	Resettlement	131 E. Main St, El Cajon, CA 92020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
San Diego County Sheriff's Dept.	Education	Across seven facilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	GAE is LEA

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
East County Career Center/KRA	Workforce Dev.	924 E Main St, El Cajon, CA 92021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TANF, CalWORKs eligibility and employment services, WIOA eligibility, job search, referrals to partners, initial assessment, individual employment plans, internships, workforce prep., employer needs assessment
East County Economic Development Council	Business	127 E Lexington Ave, El Cajon, CA 92020	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Business Groups, Expo, Referrals
Regional School Districts	Education	Larger East Region	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feeder; classrooms, shared workspaces/workshops for ESL and CTE classes – in-kind
YMCA	Community	Santee, La Mesa, Spring Valley,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Outreach, referral, family literacy, health programs, child care

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
DOR	Government/Rehab	8200 La Mesa Blvd, La Mesa CA 91942	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WIOA eligibility, intake, job search, title IV programs, referrals to partners, internships, workforce prep., employer needs assessment, individual employment plans, training services, disability awareness training, reasonable accommodations, work incentive services
Interfaith	CBO	550 W Washington Ave, Escondido, CA 92025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intake, assessment, referrals
KRA	Workforce Development	4389 Imperial Ave., San Diego, CA 92113	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WIOA eligibility, intake, job search, title IV programs, referrals to partners, internships, workforce prep., employer needs assessment, individual employment plans, training services, disability awareness training, reasonable accommodations, work

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS	
SD Job Corps	Workforce Development	1325 Iris Ave., Imperial Beach, CA 91932	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Partner for 18-24 years old; WIOA eligibility, intake, job search, title IV programs, referrals to partners, internships, workforce prep., employer needs assessment, individual employment plans,
East County Transitional Living Center	CBO	1527 E Main St, El Cajon, CA 92021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In kind/classroom space; transportation, clothing, shelter, food
Various health services providers	Health Services	regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internships/Clinicals
Southern CA Tribal Chairmen's Association	Education	Mt Empire region	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
<b>State / Federal Funding</b>			
AEP	\$8,489,823	\$8,489,823	\$8,489,823
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$1,649,291	\$1,649,291	\$1,649,291
LCFF / District Funds	\$31,917	\$31,917	\$31,917
Perkins V	\$296,221	\$296,221	\$296,221
WIOA II	\$826,493	\$826,493	\$826,493
<b>Other</b>			
Fees	\$811,793	\$811,793	\$811,793
Contracted Services	\$2,338,470	\$2,338,470	\$2,338,470
In-kind Contributions	\$1,720,286	\$1,720,286	\$1,720,286
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
<b>Total</b>	<b>\$16,164,294</b>	<b>\$16,164,294</b>	<b>\$16,164,294</b>

## 2.3 Community Need and Customers

ERAЕ’s existing education and workforce programs and services address and meet the needs of adult learners who find us by searching for programs online (27%), print catalogs (16%), or through recommendations by friends and/or word-of-mouth (63%). Our health occupations programs, in particular, are known for their high quality, low cost and high placement rate programs; there is currently more interest and arguably need for additional medical career training programs than we can meet. GAE’s ESL programs have always partnered with local and regional refugee resettlement agencies and community-based organizations and strive to close access gaps by offering classes across 50 locations, at all levels of English language competency. The more recent introduction of Integrated Education and Training (IET) classes (CompTIA A+ certification; Personal Care Assistant) is a direct response to our students’ need for contextualized, short-term, high outcomes programs. In 2017-2018, ERAЕ actively offered programs and services to more than 14,000 students.



Most of our students identified as white (Figure 1). It is critical to consider that this data does not disaggregate the many Middle Eastern students with whom we work (up to 30% of our student population).

### Students-Race and Ethnicity

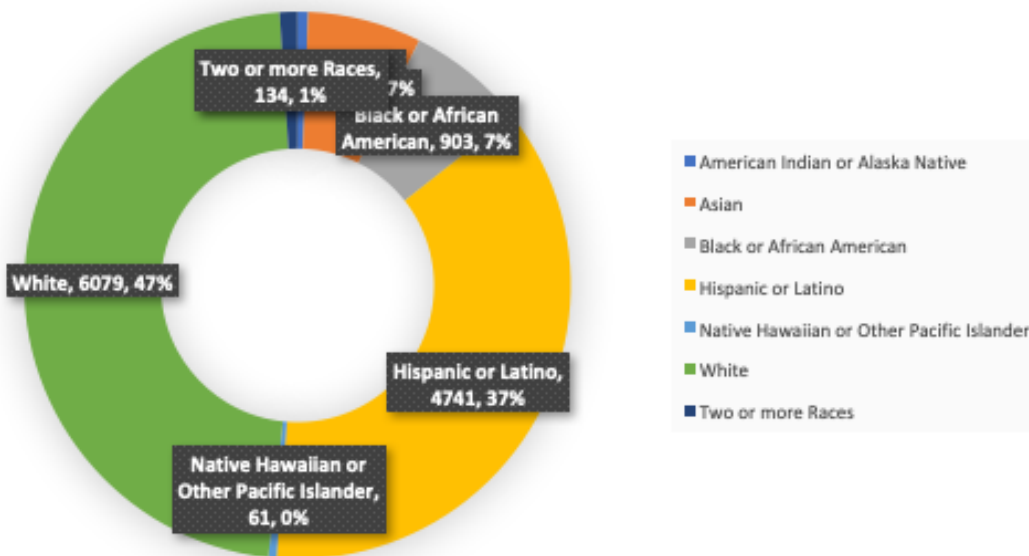


Figure 1. 2017-2018 ERAЕ students’ race and ethnicity (excluding corrections)

A closer look at languages spoken by our students helps understand the diversity and the diverse needs and expectations of our students. More than 30 languages are spoken throughout our consortium (Figure 2); students arrive from more than 64 countries.

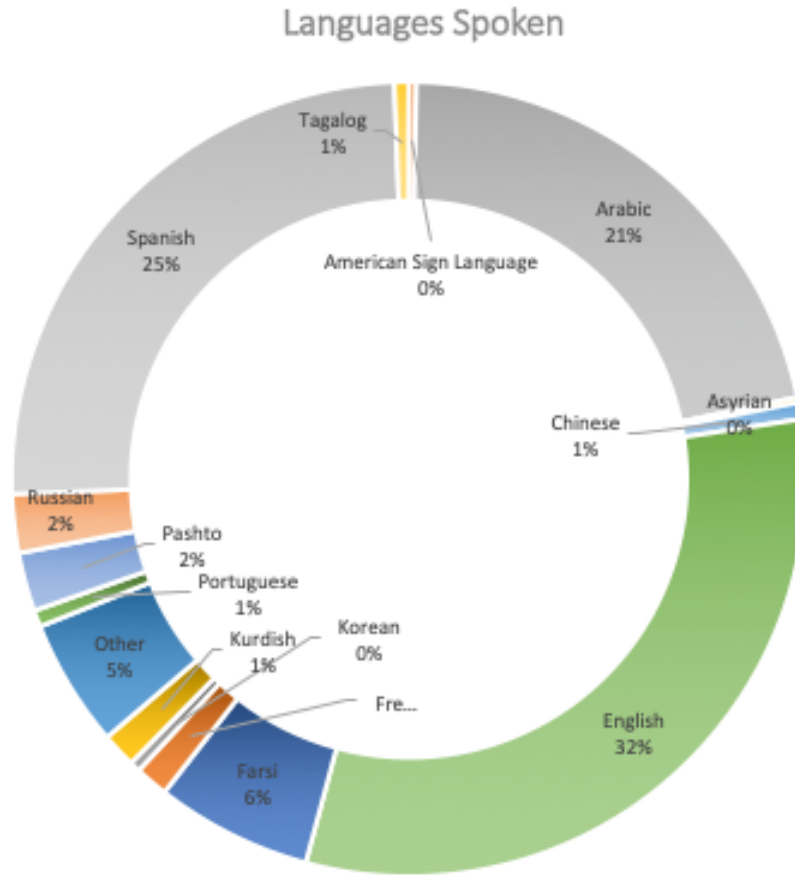


Figure 2. Languages spoken by ERAE students.



Students have diverse educational backgrounds. Many of our students have more than 12 years of education (38%), many of our foreign-born students arrive with a post-secondary degree (11%) (Figure 3).

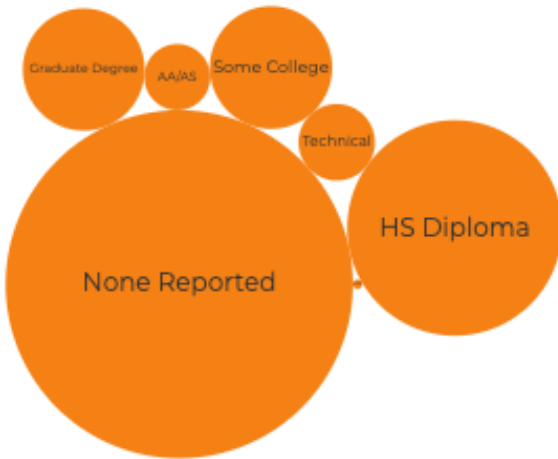


Figure 3. Educational Backgrounds

There are many English language learners among our immigrant and refugee populations. Through ESL programs at all levels of language competency, through Adult Basic and Adult Secondary Programs, through more than 20 career training and work-readiness programs, and through support services, ERAE strives to meet the needs of our students. Yet, we know there remains a strong demand for adult education in the region.

The East Region has a population of 596,528 people in 2018, approximately 375,240 are older than 18 years (Figure 4). The population is expected to increase by 17,805 (4%) in the next 10 years. The largest population is living in the cities of El Cajon (97,687) and Spring Valley (65,401). The zip code with the highest growth rate between 2018 and 2028 will be 91946 (Lemon Grove) with a 10 percent growth, according to a sub-regional profile prepared for ERAE by Tina Ngo Bartel, San Diego-Imperial Center of Excellence of Labor Market Research. Analysis of regional demographics further indicates the need for expansion of programs and services across consortium members, partners and stakeholders. Our region is home to many more English language learners, adults without a HS diploma, and includes some of the poorest areas of San Diego County. Within consortium boundaries, there are approximately 55,000 adults with disabilities and 44,500 veterans.

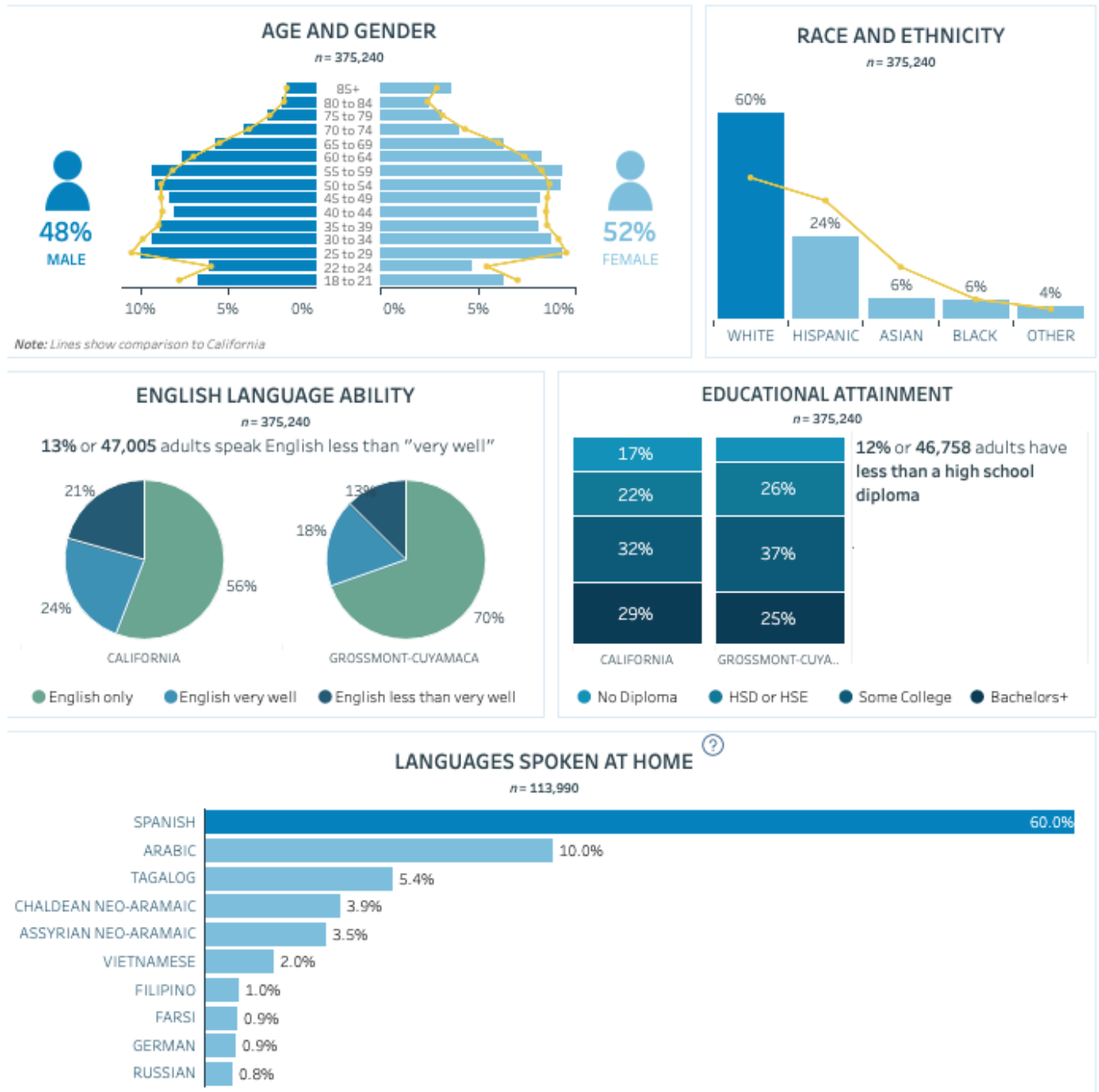


Figure 4. ERAE demographics (<http://caladulthooddev.scoe.net/2019FactSheets>) Source: U.S. Census. 2013-2017 American Community Survey Public Use Microdata Sample (PUMS).

The following data sets provide a more detailed and contextualized view for selected areas (El Cajon, Mt. Empire region, Spring Valley) within consortium boundaries. They offer a representative sample of consortium demographics and are based on the following resources:

- a) Casey Family Programs (<http://caimaps.info/caseyfamily/Home?location=El%20Cajon>) and CAI Maps (<https://caimaps.info>). (Figure 5, Figure 6, Figure 8) for 2013 – 2017, based on American Community Survey estimates.
- b) Metropolitan Area Employment and Unemployment Report by the Bureau of Labor Statistics (Figure 7) for 2019.
- c) SANDAG ([https://www.sandiegocounty.gov/content/dam/sdc/economicroundfigure/docs/Major\\_2019\\_Presentation.pdf](https://www.sandiegocounty.gov/content/dam/sdc/economicroundfigure/docs/Major_2019_Presentation.pdf)) for San Diego county indicators and forecasts (Figure 9 and 10).
- d) San Diego Workforce Partnership Report for ERAE, “East Region Adult Education Expansion Opportunities,” (Figures 11, 18, 19, 20, 21).
- e) Refugee Processing Center (<http://www.wrapsnet.org/admissions-and-arrivals>) for refugee arrival numbers (Figure 12a and b).
- f) San Diego Workforce Partnership Report, “Meeting the need of employers in San Diego County,” [https://www.sandiegocounty.gov/content/dam/sdc/economicroundfigure/docs/Burns\\_2019\\_Presentation.pdf](https://www.sandiegocounty.gov/content/dam/sdc/economicroundfigure/docs/Burns_2019_Presentation.pdf) for San Diego county and East Region indicators and forecasts (Figure 13 and 14).

These data sets and comparisons reflect important realities and facts about our consortium and about our current and future customers and students. They point to challenges to overcome and opportunities for change and growth.

## CHALLENGE ONE

While the region as a whole shows signs of a strong economy, communities within our region are among the most challenged in the county. Between 2013 and 2018, the labor market has continued to grow strongly. From a high unemployment rate between 10 and 18 percent in 2013/2014 (Figure 2 through Figure 4) to an all-time low rate of 3.2 percent in May 2018 (Figure 4), the economic outlook has been an optimistic one, especially in industry sectors such as health, hospitality, and professional and business services, where opportunities for employment increased. This had a direct impact on our adult education programs, which saw declining participation numbers in GAE programs between 2014 and 2018. A strong economy enables and encourages many of our students to forego or postpone further skills training.

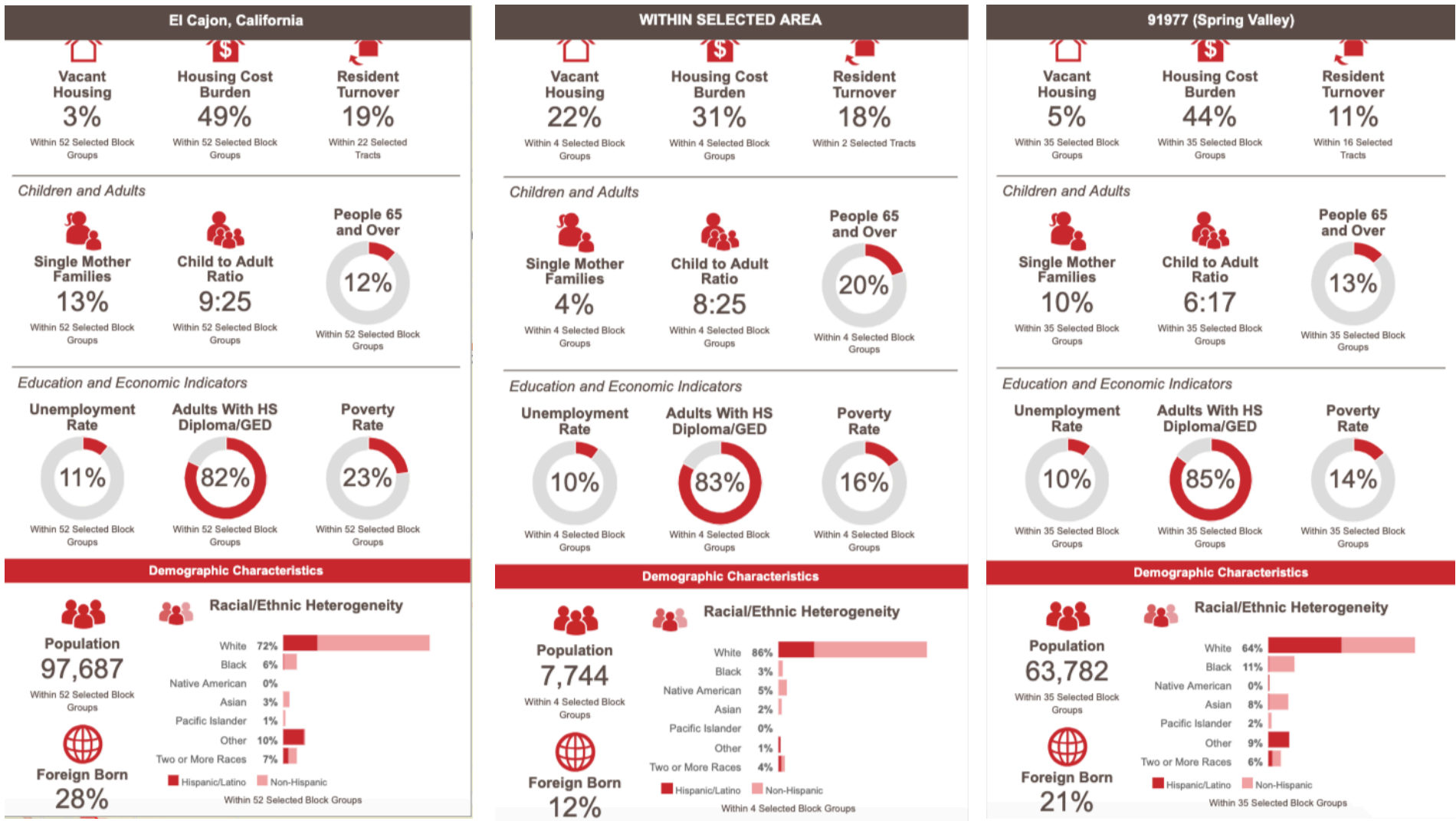


Figure 5. Comparison of three areas within ERAE (ACS 2013-2017): city of El Cajon; Mt Empire area; Spring Valley (zip code 91977) – Comparison of housing, family composition, unemployment, education levels, poverty rate, population characteristics. More people, including foreign born, live closer to the city of San Diego. The number of adults with HS diploma/GED is similar – the area is served by two HS districts.

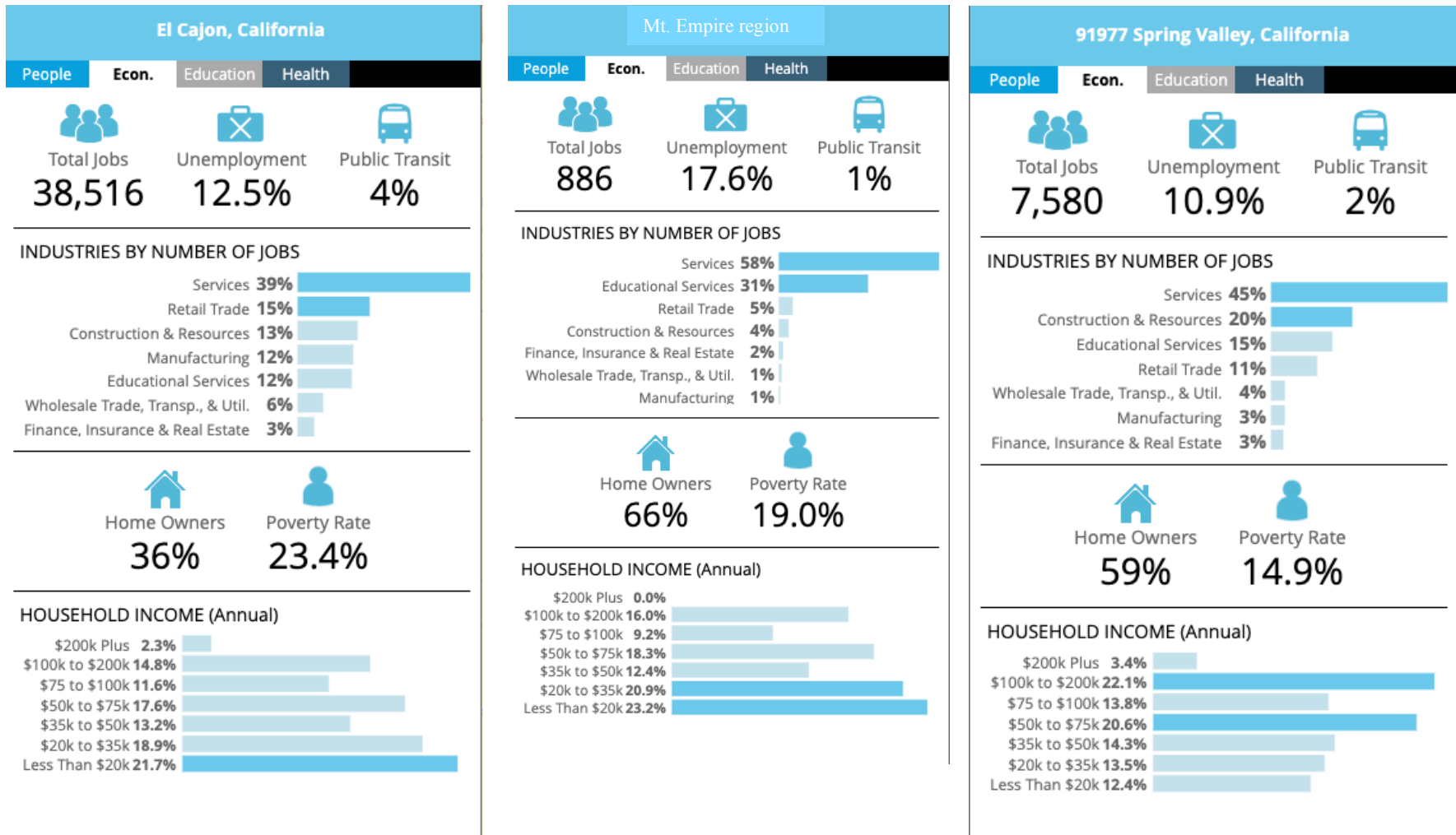


Figure 6. Comparison of three areas within ERAE (ACS 2013-2017): city of El Cajon; Mt Empire area; Spring Valley (zip code 91977) – Comparison of jobs, unemployment, industries by number of jobs, household income. Numbers differ noticeably when comparing home ownership and poverty rates.

The 2019 unemployment rate of 3.8 percent for East County is typical for the consortium area overall, and an indicator of a still thriving labor market.

**El Cajon, CA Unemployment Rate Chart**

[View Full Chart](#)

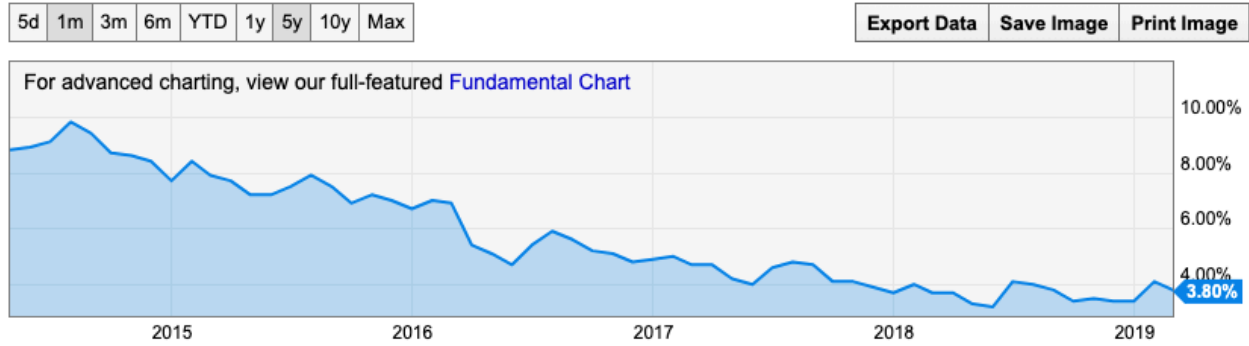


Figure 7. Low unemployment rates in the region

However, a more granular look, beyond the regional demographics shown in Figure 2 and 3, at one sample area within the city of El Cajon, further complicates the picture: In the same timeframe (2013-2017), within approximately 10 city blocks of El Cajon, in which 41% of the population are foreign-born, the poverty rate increases by 8 percent, and the unemployment rate by 6 percent. 30.7% of households make less than \$20,000 annually (Figure 8). This is among the lowest income neighborhoods in all of San Diego County.

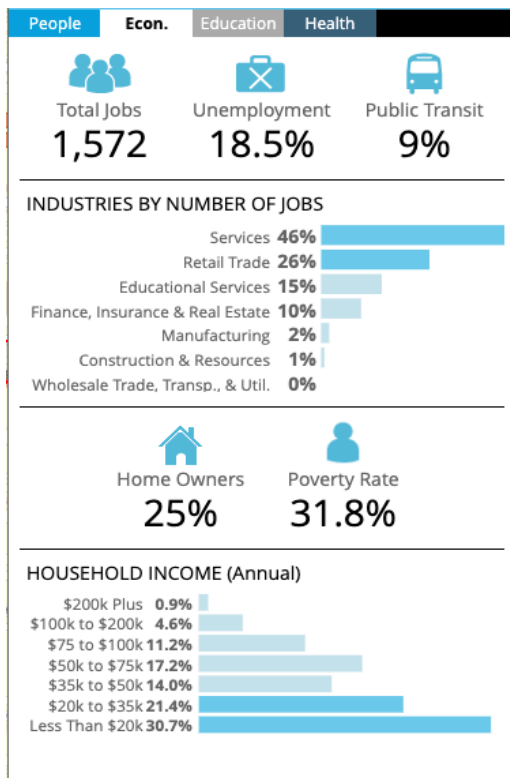


Figure 8: Basic economic data for El Cajon – area between Main St and I-8; Mollison Ave and 3<sup>rd</sup> St.

### CHALLENGE TWO

For an area, such as the one described through its basic demographics in Figure 8, realities haven't changed much between 2014 and 2019. El Cajon and the East Region overall still have one of the highest poverty rates in San Diego County (26.7% reported for 2016). Poverty is foremost experienced among American Indians and Hispanics but also among many community members who are considered English Language Learners (ELL). Many of them work in low-income jobs, with very little opportunity for advancement. In addition, Grossmont Union High School District's student population has been in declining enrollment for the past six years, but the number of students identified in significant subgroups (low income, English learners, foster and homeless youth) has been rising. Again, this will have direct impact on our adult education programs, which most likely will have to increase focus on support for students who are transitioning out of High School without a diploma and in adult learners who need re-training or "up-skilling" when recession changes labor market dynamics.

Over the same time span, the real hourly wage for all of San Diego County has also declined (Figure 9), while housing costs have not (Figure 10).

## San Diego: Real Hourly Wage

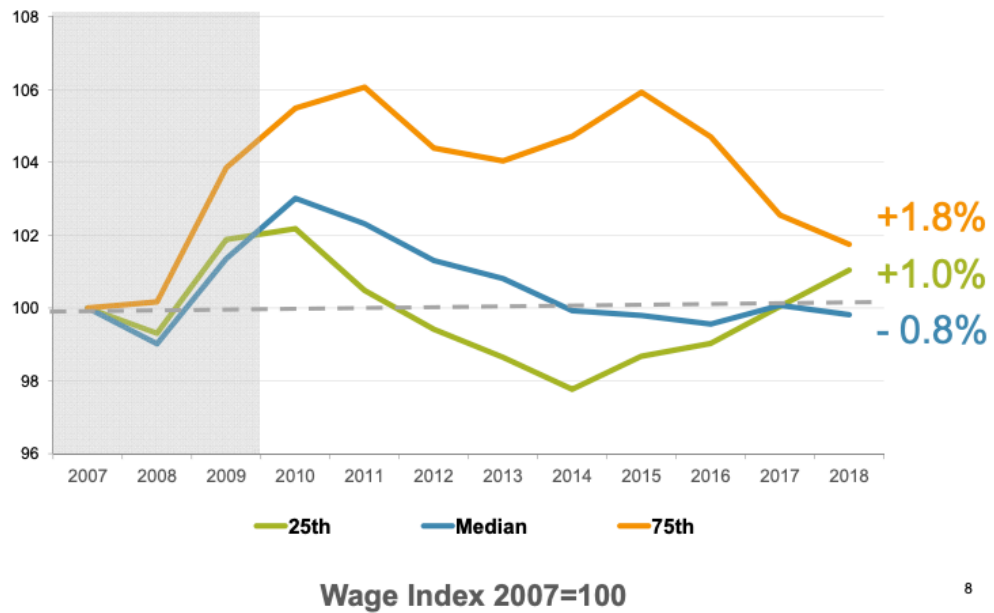


Figure 9. SANDAG Report, "2019 San Diego Economic Outlook." Declining median hourly wages.

## San Diego: Real Estate Market

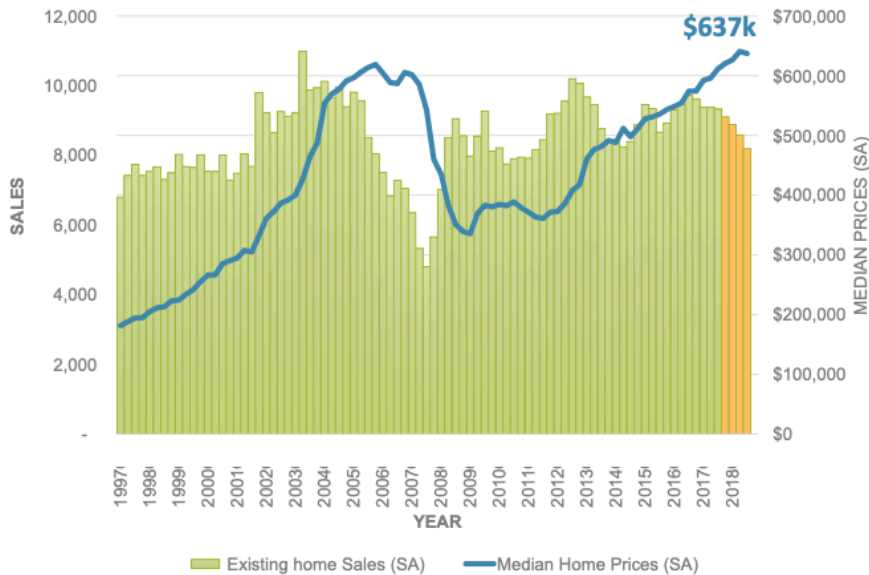


Figure 10. Housing costs are not declining. Together with cost of living, they are rising when adjusted for wage and inflation.

These data sets indicate that we actually have been experiencing growth but no “recovery.” Average salary for new jobs was well below the average salary for existing jobs and hourly wages have been flat for a decade, while costs, primarily housing costs, have risen precipitously.

### CHALLENGE THREE

The trend, “Growth without recovery,” is exacerbated by the fact that our region saw some growth in high wage/high skills jobs, a lot of growth in low wage/low skills jobs, and very little growth in the middle. When limiting educational attainment to between a HS Diploma/GED and an Associate Degree (listed as minimum qualification in job postings), many of the occupations that are adding the highest level of annual jobs do not meet the self-sufficiency wage for San Diego County of \$15.99/hour. The top four occupations by number of annual job openings within consortium boundaries in 2018 were teacher assistants, childcare workers, food preparation and service workers, and electricians. More specifically, only one of the top 10 East Region occupations by the number of annual job openings has an entry-level wage that surpasses the threshold of self-sufficiency (Figure 11).



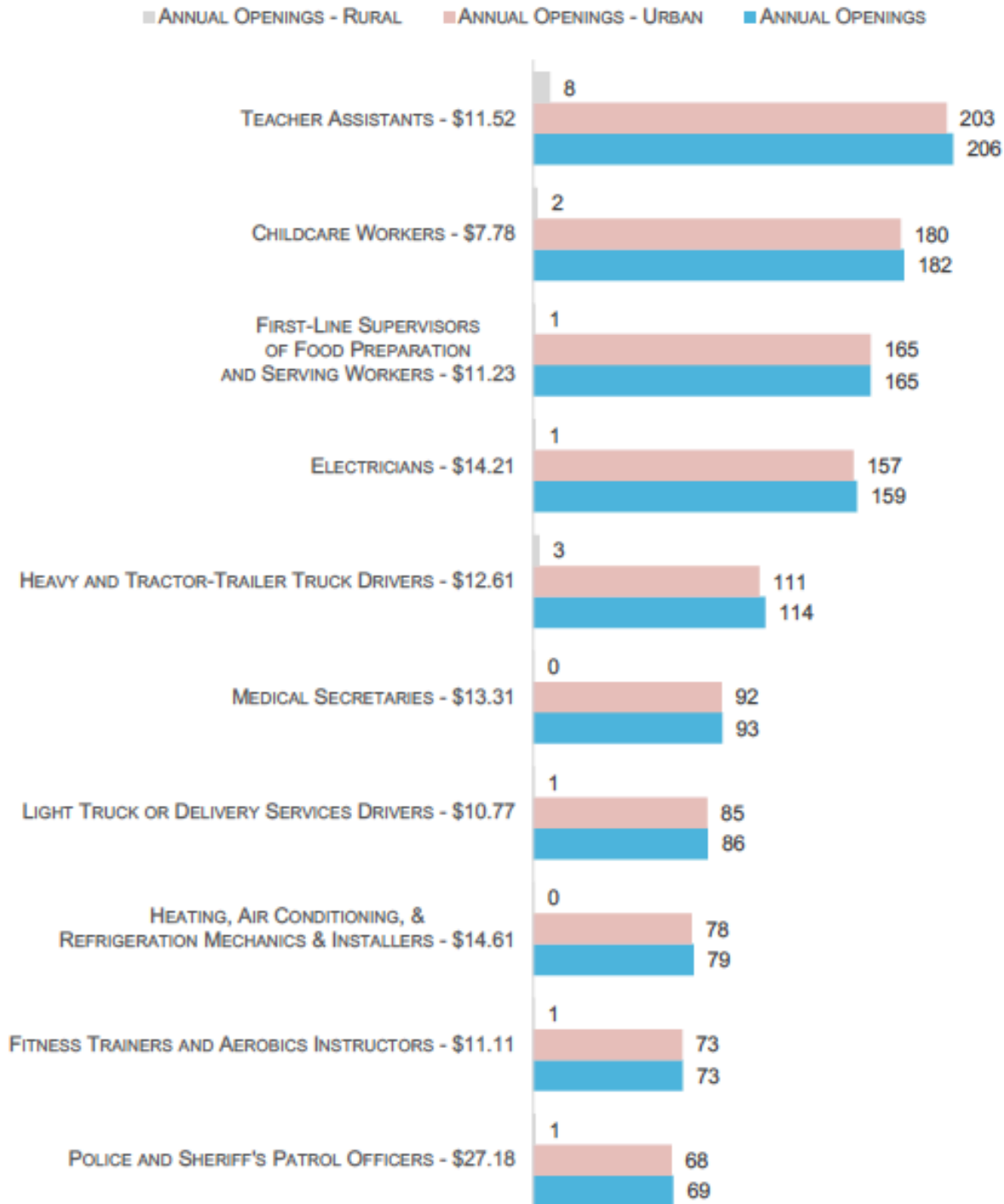


Figure 11. Top 10 Occupations by number of annual regional job openings. Report prepared by SDWP for ERAE.

Government entities provide the most jobs in the East Region. This relationship holds true even when segmenting by urban and rural zip codes. Unlike urban jobs, which tend to be more evenly spread across industries, 57 percent of jobs in rural zip codes are in government. Half of these government jobs (470) are found in elementary and secondary schools (local

government). This is followed by local government, excluding hospitals and education and federal government, civilian, excluding postal service, with 165 and 149 jobs, respectively. There are 426 occupations in the East Region that could potentially be served by adult education programs if only educational attainment is considered. These occupations represent 77,921 jobs and are defined by having a typical entry-level education of between a high school diploma or GED and an Associate Degree (San Diego Workforce Partnership report prepared for ERAE).

**CHALLENGE FOUR**

When employers require HS Diploma/GED as a minimum qualification, many of our consortium’s students are at a disadvantage – and again, the regional demographics shown in Figure 1 need to be augmented by a more granular view. Approximately one-third of East County residents are foreign-born. The city of El Cajon has a large Iraqi immigrant population (consisting of both Arabs and Chaldeans); the East Region more generally has been among the largest refugee resettlement areas in the country. Though we are experiencing a major decline in the number of refugee newcomers (Figure 12 a and 12 b), our region is still home to a very high number of refugees. There are approximately 773,100 immigrants living in San Diego County (customized data provided by the Institute for Immigration Research, March 2019); 86,099 residents in the East Region are foreign-born. More than 47,000 of East Region residents can be considered English Language Learners (ELLs). Overall, the East Region has welcomed more than 20,000 refugees and the majority have arrived in the last ten years.

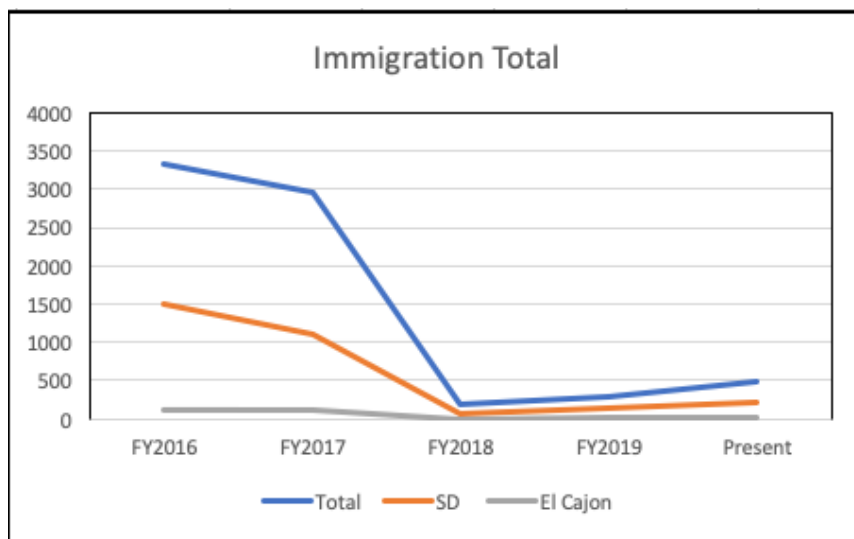


Figure 12a. Total number of refugee newcomers arriving CA (blue) and in the region (red and grey).

Often not in possession of an *American* HS diploma, or state/board-recognized licenses and certifications, refugee newcomers have been facing additional obstacles when looking for work. Through refugee resettlement and CalWORKs programs, many of them have been placed in employment within nine months upon arrival and thus were supported into taking first steps into self-sufficiency. However, many of them were also placed into low-income jobs such as those listed in Figure 11, without much support for gaining English language competencies or for career development. In a labor market in which most employers desire a certificate, associate degree from a community college or a bachelor’s degree (Figure 13) and require experience of more than two years in a related field (Figure 14), refugee newcomers and many of ERAE’s current and potential students are at a disadvantage.

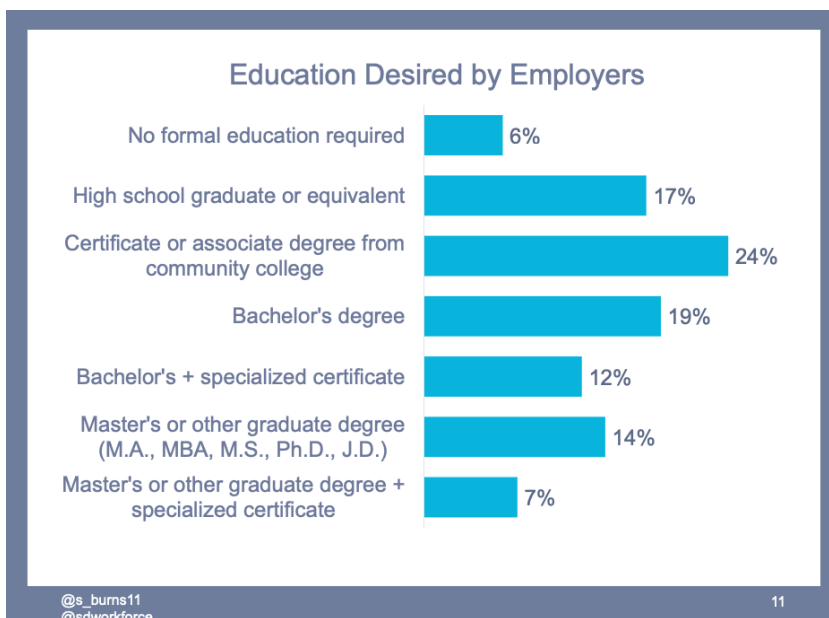


Figure 13. SDWP Report, “Meeting the need of employers in San Diego County” Education Desired

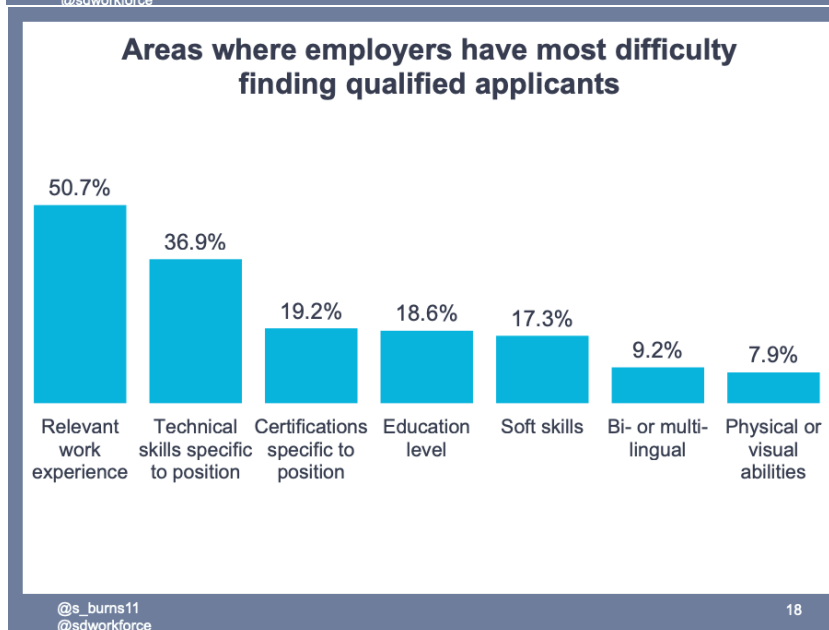


Figure 14. SDWP Report, “Meeting the need of employers in San Diego County” Qualifications Desired

### CHALLENGE FIVE

The refugee newcomer community is not homogeneous. As a consortium, we are also charged with addressing the significant and wide range of the needs and goals of learners who are not familiar with the U.S.-American educational workforce training systems, or who might have suffered injuries and trauma that preclude them from working. (Refugees from the Democratic Republic of Congo, for example, might have spent their entire lives in refugee camps, without access to work opportunities and/or sufficient medical support. They might have little to none social capital and suffer from marginalization.) Facilitating and supporting not just economic but also linguistic and social integration of groups with very different cultural backgrounds (Figure 12b), therefore, is of importance.

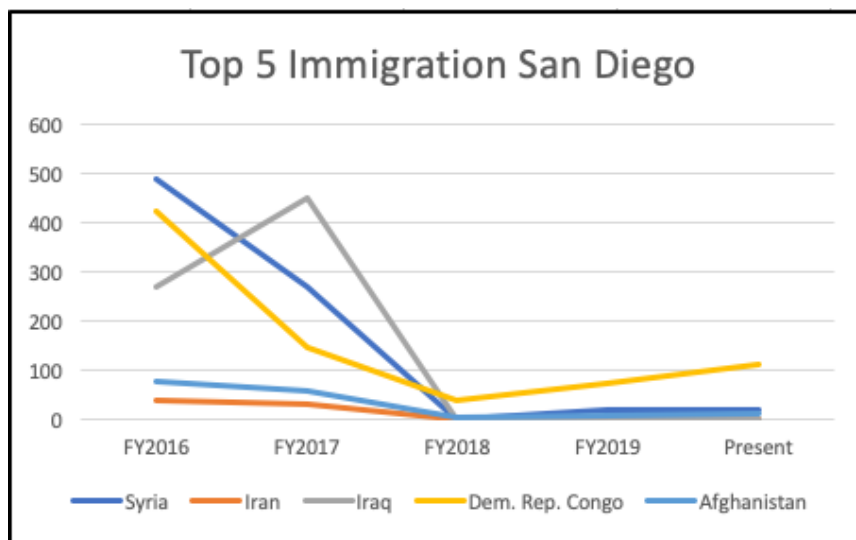


Figure 12b. Top five countries of origin of refugee newcomers arriving in the region

Many English language learners need to develop culturally-appropriate soft skills in order to be effective in the workplace. A lack of adequate cultural and social capital to engage in the type of informal information gathering about community resources, federally and regionally funded support structures, careers and jobs that many Americans take for granted often means that networking and other key strategies for community navigation, interpretation support for family members, and career progression are less available to them. This is taxing and can make finding time in their schedule to continue education and training very difficult. As consortium, we need to identify more opportunities for education and awareness of stakeholders and employers around cultural competency. Wrap-around services that include mental health and wellness, financial literacy, flexible training times, blended learning, and workplace-based learning can all be important strategies.

**CHALLENGE SIX**

San Diego’s East County has approximately 75 businesses with less than 100 employees; 62 percent of them have less than 50 employees. There are 69 local businesses with 100 – 600 employees, one with more than 900 employees, and three casinos with more than 2000 employees (Figure 15).

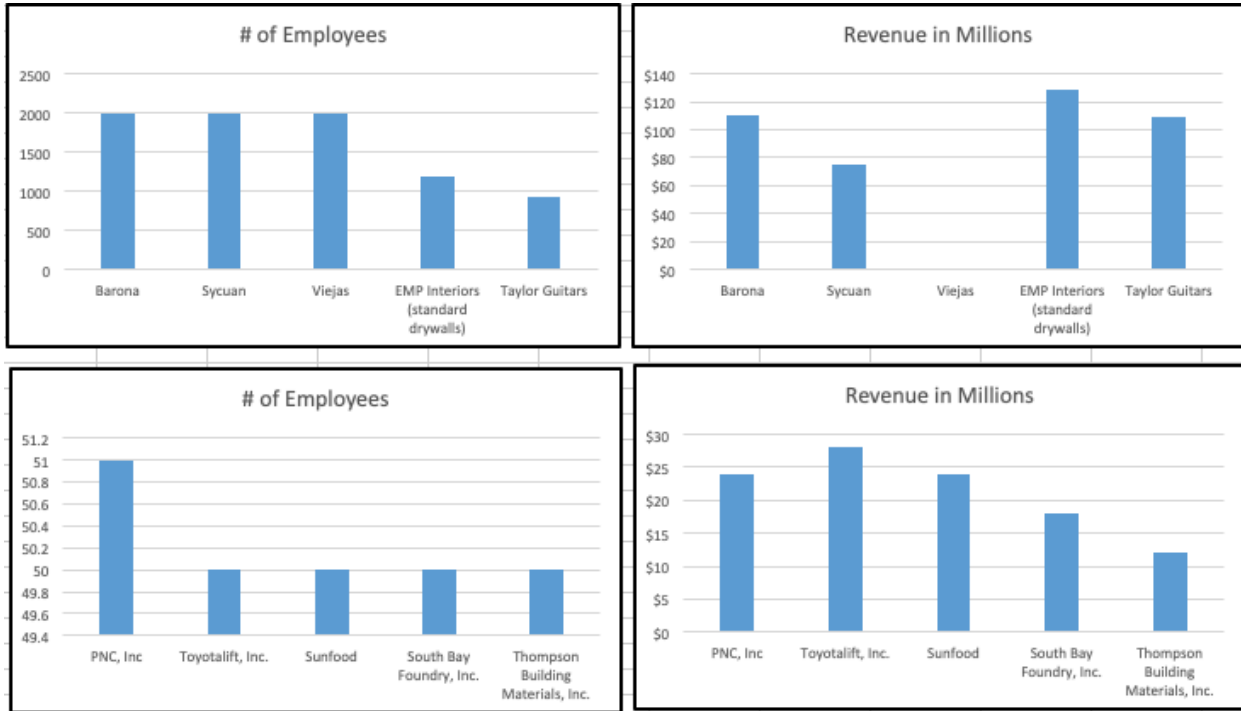


Figure 15. ERAE employer survey. Approximate number of employees and revenue for local businesses with lowest and highest numbers of employees.

Of 110 regional businesses responding to ERAE’s survey, 84 percent stated that they offered in-house/on-the-job training, because they “needed to improve quality of output or worker productivity” (70 percent) or technology had changed (63 percent). (Figure 16)

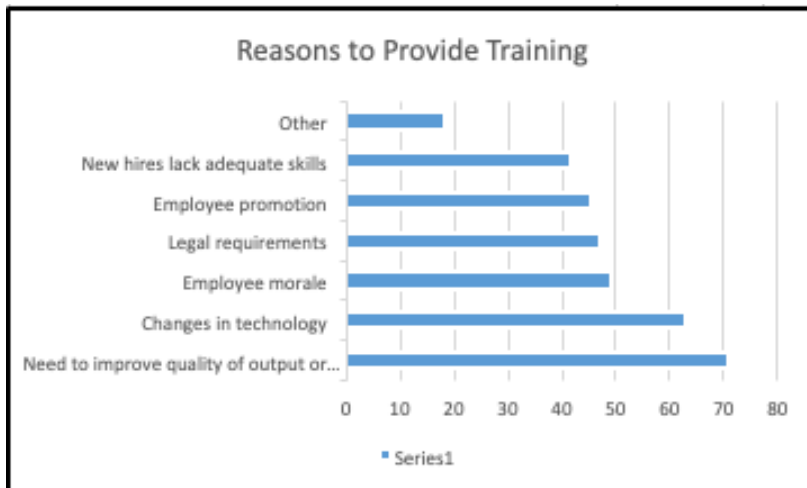


Figure 16. ERAE employer survey. Reasons for in-house training.

Overall, employers understand the need for training, especially to close skills gaps related to changing technologies (58 percent), and workplace effectiveness (73 percent) and interpersonal skills (67%). However, employers also seem reluctant to use external training and education professionals, because they feel their needs are unique (75 percent) or there are not enough opportunities available (63 percent). (Figure 17) Clearly, ERAE has to be better known and become more agile in meeting the needs of employers and their incumbent workers.

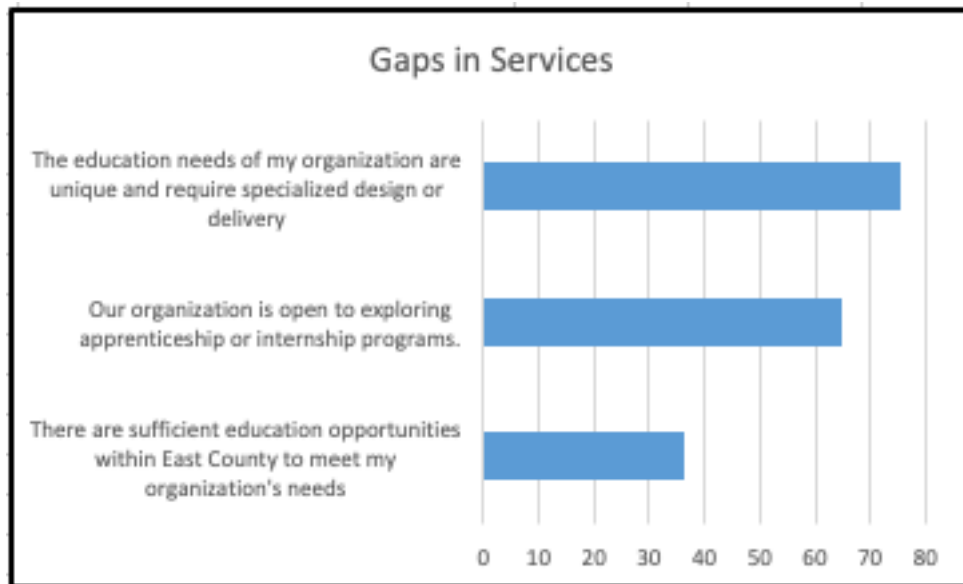


Figure 17. ERAE employer survey. Employers notice a lack of offerings and opportunities.

Employers in the region are generally open to exploring apprenticeship and internship models. Our consortium, therefore, has an opportunity to develop alternative training models that might include work-based learning models such as mentoring, tailored training, and job shadowing.

### CHALLENGE SEVEN

We need more programs that provide service-learning, mentoring, internship and other work-based opportunities as well as access to counseling and other support services for adult learners who have unique prior work and life experience, face unique institutional barriers and arrive or return to education and training later in life, with a unique sense of urgency. In the East Region, 32 percent of the population are under 24 years old; the percent of individuals under 35 years old is projected to decline by 3 percent by 2028. 54 percent of the population are older than 34 years; by 2028 the East Region's 35 years or older population will make up 57 percent of the population. Overall, the population in the East Region is not expected to grow.

**CHALLENGE EIGHT**

Figure 18 provides an occupational overview for our region. Perhaps the most staggering of these figures are those related to surplus workers and net commuters. There are more qualified workers in most occupations than there are jobs for them in the East Region, demonstrated by the number of occupations with net outflows. This means that many residents commute to other areas of San Diego for work. This is very important to communicate to students, but should not deter us to train individuals, as there are likely to be opportunities in other parts of the county. Further, annual openings are still projected to occur within the region over the next several years.

Metrics	All occupations in East Region	Occupations potentially served by Adult Ed – All East Region	Occupations potentially served by Adult Ed – Urban	Occupations potentially served by Adult Ed – Rural
Total # of Occupations	775	426	426	201
Total # of Jobs	159,569	77,921	77,343	705
Average # of Jobs per Occupation	206	183	182	4
Median # of Jobs per Occupation	47	43	43	2
Average # of Net Commuters	-109	-88	-85	-5
Average % of Surplus Workers	195.11%	203.83%	205.59%	226.76%
# of Occupations with Net Inflows	49	31	34	38
# of Occupations with Net Outflows	698	385	383	146
% of Occupations Growing	60.26%	55.63%	55.16%	12.44%
% of Occupations Shrinking	14.97%	19.01%	17.37%	4.98%
Average Growth Rate of Occupations	5.64%	5.66%	5.66%	2.55%
Average Annual Openings for Occupations	26	22.60	22.44	0.40
Median Annual Openings for Occupations	5	5.00	5.00	0.20
% of Occupations with 10 <sup>th</sup> Percentile Hourly Wage Greater Than \$15.99	43.23%	32.63%	32.63%	31.84%
% of Occupations with Median Hourly Wage Greater Than \$15.99	77.68%	76.76%	76.76%	75.62%

Figure 18. Occupational Overview. Report prepared by SDWP for ERAE.

Figure 19 shows the 31 occupations from above that have a net inflow of workers. This metric, along with annual openings, helps to highlight areas of greatest need. High need does not always correlate with high wages; of the ten occupations with the largest number of commuter inflows, only two meet the self-sufficiency wage threshold of San Diego of \$15.99 per hour for the 10th percentile worker. Fourteen of the 31 occupations have three or fewer workers, of which most are local residents. Said differently, the bottom 14 occupations in Figure 13 account for only 25 total jobs between them.

Job Description	Net Commuters	Hourly Wage - 10th Percentile	Projected Growth, 2018-2023	Annual Openings	2018 Jobs
Bus Drivers, Transit and Intercity	122	\$11.09	6.28%	63	462
Nursing Assistants***	79	\$11.75	14.11%	250	1708
Gaming Dealers	79	\$10.50	17.82%	125	634
Structural Iron and Steel Workers***	69	\$17.92	4.34%	43	369
Glaziers	45	\$11.33	4.55%	28	220
Cabinetmakers and Bench Carpenters	35	\$13.78	-2.39%	22	209
Automotive Body and Related Repairers***	20	\$10.87	5.32%	32	301
Paper Goods Machine Setters, Operators, and Tenders	18	\$10.58	12.73%	7	55
Pest Control Workers	16	\$11.80	7.59%	35	224
Reinforcing Iron and Rebar Workers	15	\$16.57	3.73%	15	134
Sawing Machine Setters, Operators, and Tenders, Wood	14	\$10.50	5.88%	7	51
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	12	\$11.41	6.67%	6	45
Painters	2	\$15.57	0.00%	0	3
Logging Equipment Operators	2	\$12.12	0.00%	0	3
Bailiffs	2	\$10.50	33.33%	0	3
Mine Cutting and Channeling Machine Operators	2	\$28.80	0.00%	0	2
Railroad Brake, Signal, and Switch Operators	2	\$17.14	0.00%	0	2
Patternmakers, Wood	1	\$18.89	0.00%	0	3
Choreographers	1	\$10.97	0.00%	0	3
Mining Machine Operators, All Other	1	\$26.72	0.00%	0	1
Refractory Materials Repairers, Except Brickmasons	1	\$22.79	0.00%	0	1
Animal Breeders	1	\$12.77	0.00%	0	1
Log Graders and Scalers	1	\$12.16	0.00%	0	1
Rail Yard Engineers, Dinkey Operators, and Hostlers	1	\$11.67	0.00%	0	1
Radio Operators	1	\$10.52	0.00%	0	1
Logging Workers, All Other	1	\$10.51	0.00%	0	1

Figure 19. Occupations with net commuter flow, Associate degree and below. Report prepared by SDWP for ERAE.

\*\*\* Occupations for which programs are currently available through ERAE.



Figure 20 shows the 17 Priority Occupations identified for the East Region. Three of them currently have adult education programs serving them. Of the Priority Occupations, the one that warrants the most attention is that of Dental Hygienist. Not only does it have the highest 10th percentile hourly wage — 25 percent higher than the next priority occupation — but it also has fifth highest projected growth and number of annual openings. Operating Engineers and Other Construction Equipment Operators, with a 10th percentile wage greater than \$20 per hour and 62 annual job openings, and LVN, with a projected growth of almost 13 percent, also seem promising. Similarly, though the 10th percentile hourly wage is not as high, Insurance Sales Agents are projected to have 63 openings annually. Though both Physical Therapist Assistants and Occupational Therapy Assistants are projected to grow very quickly in the short-term, they are both doing so from a small base. The current number of workers holding jobs within these occupations is relatively low. This allows for relatively small absolute numbers of annual openings to result in large growth projections.

Job Description	Hourly Wage - 10th Percentile	Projected Growth Percentage	Annual Openings	2018 Jobs
Dental Hygienists	\$34.19	12.38%	28	323
Respiratory Therapists	\$27.32	8.62%	7	116
Electrical Power-Line Installers and Repairers	\$25.50	9.01%	11	111
Gaming Managers	\$23.45	20.00%	6	35
Radiologic Technologists	\$21.55	10.64%	7	94
Operating Engineers and Other Construction Equipment Operators	\$20.54	6.63%	62	498
Surgical Technologists	\$20.08	10.91%	6	55
Paralegals and Legal Assistants***	\$19.61	6.90%	17	145
Licensed Practical and Licensed Vocational Nurses***	\$19.46	12.64%	89	894
Physical Therapist Assistants	\$19.12	26.92%	10	52
Occupational Therapy Assistants	\$18.62	25.81%	6	31
Insurance Sales Agents	\$17.55	6.80%	63	559
Highway Maintenance Workers	\$17.39	14.89%	6	47
Eligibility Interviewers, Government Programs	\$16.86	5.90%	34	339
Court, Municipal, and License Clerks	\$16.59	7.46%	14	134
Mechanical Door Repairers	\$16.49	6.25%	6	64
Legal Support Workers, All Other***	\$16.40	5.80%	6	69

Figure 20. Priority Occupations for the East Region. Report prepared by SDWP for ERAE.

\*\*\* Occupations for which programs are currently available through ERAE.

On average, less than one percent of Priority Occupation jobs are within rural areas. The occupation with the highest number of local jobs is Licensed Practical and Licensed Vocational Nurses, accounting for nearly 900 jobs. Only three of these near 900 jobs are located within rural zip codes. This trend is consistent throughout all Priority Occupations.

Figure 21 shows some of the Trending Occupations in East Region that have a positive number of net commuters. That is, there are more jobs locally available than there are residents working within them. Recall that these occupations may have lower wages or projected growth.

Job Description	Net Commuters	Hourly Wage - 10th Percentile	Projected Growth, 2018-2023	Annual Openings
Structural Iron and Steel Workers***	69	\$17.92	4.34%	43
Reinforcing Iron and Rebar Workers***	15	\$16.57	3.73%	15
Sheet Metal Workers***	7	\$14.70	7.82%	50
Nursing Assistants***	79	\$11.75	14.11%	250
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	12	11.41	6.67%	6
Bus Drivers, Transit and Intercity ***	122	\$11.09	6.28%	63
Paper Goods Machine Setters, Operators, and Tenders	18	\$10.58	12.73%	7
Sawing Machine Setters, Operators, and Tenders, Wood	14	\$10.50	5.88%	7

Figure 21. Trending Occupations for the East Region – with positive net inbound commuters. Report prepared by SDWP for ERAE. \*\*\* Occupations for which programs are currently available through ERAE.

Five of these already have adult education programs. HOC Nursing Assistants have large completion figures already. Notably, the other three trending occupations where adult education could be impactful are all various types of Machine Setters, Operators and Tenders. Though entry-level wages tend to be below the San Diego self-sufficiency wage, the aggregate number of net commuters is 44. With aggregate annual openings projected at 20 jobs, local residents could benefit from adult education program expansion.

### CHALLENGE NINE

We must respond to unprecedented pressures to focus on the education of adults as a means to strengthen the economy, build sustainable communities, and ensure that resources exist to serve those most in need. Inadequate attention to the education of adults will compromise the attainment of all of these goals. The data above reflect important facts about our consortium and about our current and future customers and students. We are striving for equality of opportunity and practices in a transformed system that allows for education and training to

become a lifelong practice; we have yet to develop better structures to increase access to high-quality programs for individuals with recognized and (still) unrecognized barriers to employment and successful careers. We will address that:

- Each of our programs need recruitment plans that reach all communities in our region. There is an opportunity to support our tribal communities, and we are partnering with the DOR and AJCCs and their WIOA programs to leverage resources that support individuals who identify as having a disability and those who choose not to or lack the empowerment to disclose a disability. We are developing paths that support ex/offenders transitioning out of prison/jail. We are exploring opportunities for partnerships with non-profit organizations who provide population-specific community support.
- Our programs need to meet the needs of the whole person in a responsive, student-centered way. Newcomer refugees, tribal community members, single parents, former foster youth or adults with cognitive and non-cognitive barriers – all of them will benefit from population-specific interventions executed in partnership with community partners and stakeholders.
- Our business partners can benefit from our programs and services. We need to be able to articulate the value that our students are particularly positioned to bring to the labor market. We need to identify opportunities for education and awareness of employers.
- Our programmatic efforts are focused on K-12 adult school students who do not have access to counseling, social and academic support services the way community college students do. Though our transition specialists and college counselors are knowledgeable of programs and services offered by the consortium and though college counselors hold weekly office hours at one of GAE's locations, we are lacking a system of access to the full range of student services and shared procedures (case/referral management and tracking included).

## 2.4 Identifying Goals and Strategies

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Our strategic plan includes six consortium-wide goals plus action steps for six areas of focus. A strategic plan steering committee will reconvene quarterly to review the plan, evaluate progress and make recommendations for next stages to six work groups.

1. **Improve Integration of Services through Professional Learning: Establish a sustainable learning and working/professional development environment for consortium members, teachers, and staff.**

A consortium-wide training and education architecture, supported through a LMS (Canvas), will enable us to effectively raise awareness of the value, needs, and goals of adult learners; expand understanding of experiential, work-based learning and assessment models across the curriculum; and increase engagement in professional development overall. Enhancing an ecosystem that expands communication channels for all stakeholders will strengthen leadership, and therefore direction, of our Professional Learning Councils (PLC) and ultimately provide barrier-free paths for student success. Assessment of learning outcomes and effectiveness of educational practices are used to create ongoing, targeted professional development, and improve teaching and learning.

### Processes/Activities

- Implement monthly professional learning day tailored to learners' (staff, teacher, etc.) roles and needs
- Design of blueprints for a systematic PD model (include shared calendar of events)
- Develop pre-planning/needs and post-training assessment tools
- Foster the development of data literacy
- Implementation of LMS (Canvas) as a system of virtual environments where staff can connect, collaborate, and share information

### Key Indicators

- Annual resource allocation
- Performance metrics
- Increase in participation and improvement after participation
- Growing capacity to serve underrepresented and/or underserved students
- Increased enrollment of disproportionately impacted students
- Instruction provides students with opportunities to apply skills through internships, clinical placements, work-based and other experiential learning activities

2. **Improve Transitions through Acceleration and Alignment: Develop six clearly mapped training and education paths for all consortium adult students, in alignment with regional needs for skilled workers and the California Community Colleges Guided Pathways.**

Six paths – broad, career-oriented content areas – will become the foundation for a system that can respond just-in-time to the needs of employers and the community. The system integrates prior life and work experience; life and career planning; strategic partnerships; collaboration across programs and subject areas (e.g., IET classes); intentional use of technology; and a comprehensive support system (transition services). In alignment with the community college’s Guided Pathway, Acceleration and Strong Workforce initiatives, we will map out with our students the elements for success. Program/paths maps will support students in designing individual transition maps; core competencies will be aligned across programs and classes, and curricula will be reviewed regularly. Consortium partners will track student progress jointly, using predictive analysis and intrusive advising. Paths are designed for students to enter employment and further training smoothly.

Paths/Activities

- College-bound/General Education
  - Medical Certification/Occupations
  - Culinary Arts
  - Finance
  - ICT
  - Applied Technology (welding; auto body; construction; truck driving; business office technology)
- + Implementation of modules for language, academic and digital competency support aligned with paths (including IET and Google’s Applied Digital Skills project-based video curriculum)
- + Increase articulation efforts
- + Implementation and customization of LMS (Canvas)

Key Indicators

- Common program maps (digital, interactive)
- Transition metrics
- Perkins Core Indicators
- Instruction engages students in active and applied learning
- Contextualized academic instruction to reflect paths
- Increased number of students completing a path with industry-recognized certification
- Increased wages for incumbent employees
- Availability of several concurrent enrollment opportunities across programs/ classes
- Implemented work-based learning/competency-based framework
- Inclusion of all training classes in SDWP’s ETPL

3. **Improve Integration of Services through Holistic Assessment of New Students and Personalized Support Services:** Establish “high-touch” onboarding processes designed to support first-time students make informed choices, plan across programs, and identify career options and goals aligned to their skills and interests and regardless of entry point or level.

Our adult learners often do not and cannot pursue career pathways that still assume a linear trajectory; they need to be able to drop in and out frequently, to complete certification and industry credentials short-term, and to be employed rapidly. Every adult education student will be supported in exploring their options through multiple measures assessment, and intensive support will be provided as needed for each student to succeed. Detailed information will be provided on the consortium’s website and in person about further education and employment opportunities for students in each of CAEP’s program areas. High-touch onboarding processes will clarify programs and expectations, clearly identify critical milestones, highlight necessary strategies to be successful in college and career preparation, and promote self-agency. The consortium works with business partners and stakeholders such as high schools, community-based organizations, veteran programs and services, churches, homeless shelters and refugee resettlement agencies to motivate adult learners to enter adult education training programs.

Processes/Activities

- Integration of online and onsite orientation modules
- Implementation of required meetings with transition specialists
- Align enrollment management with expectations of adult learners
- Implementation of prior work and life experience, multiple measures, and career assessment prior to enrollment
- Cohort-specific orientations (where cohorts are based on students’ point of entry, needs, interests: transition to employment/college; post-secondary certification;; skills builder; undecided)
- Implementation and full customization of early alert/retention system
- Establish a student success center

Key Indicators

- Transition metrics
- Every student self-authors and owns a transition map
- Common program maps and benchmarks
- Braided services for WIOA title I and II recipients
- Active student council and alumni network for peer mentor support
- Fully functional website interfaces for online and mobile orientation and registration
- ERAE-wide, one-stop student success center built on GAE campus

4. **Improve Transitions through Ongoing Student Assessment and Student-Centered Services:** Provide access to high-quality transition, advising, and academic support services.

Students are engaged and connected because their skills and experiences are recognized and valued. Support services will be unbundled to better meet the needs of sub-populations (cohorts) and individuals. Consortium students will have strong career, academic, and wellness counseling support that may include embedded counselors for programs and paths who facilitate smooth transition into and through adult education and to transfer-level college courses and programs, and guide students who have already matriculated in utilizing adult education resources for further just-in-time support.

Processes/Activities

- Design and implementation of student success center
- Integration of online, virtual, and onsite support
- Co-location of personal/mental health and dis/ability services with college and community partners
- Cohort-specific interventions that promote concurrent language, academic, and career education
- Implementation and full customization of early alert/retention system
- Implementation of shared student support platform (tracking of students beyond GAE, into their second year after leaving consortium programs)
- Implementation of researched-based culturally responsive practices
- Develop cohort-specific support structures for MEUSD career training

Key Indicators

- Transition metrics
- Equitable use of resources across programs, levels, and background
- Advisors and transition specialists monitor how far along each student is toward completing class/program requirements
- Increased number of students enrolled in academic, language, and career classes concurrently
- Assistance is provided to redirect students to another viable option if enrollment in a desired class/program is unlikely
- Data-sharing agreements
- Programmatic support for assisting immigrant and refugee communities

5. **Improve Transitions through Partnership and Business Engagement: Develop a partnership and collaboration network to provide students with opportunities for employment and professional growth across the region.**

When our students have opportunities to enroll in programs and classes with high employment potential, education works. In addition to the established CAEP metrics (improved literacy, completion of HSD/HSE, completion of post-secondary certification/degrees/training programs, placement into employment, increased wages), ERAE program performance and progress will be measured against business metrics and identified regional and local priority sectors and occupations. In our East Region, these sectors are Healthcare, Leisure & Hospitality, Construction, and Education.

The sector lens will be particularly useful when we engage groups of businesses in the area and develop business engagement strategies. Engagement will unfold in three distinct ways:

- Through a business services roundtable, we will develop CAEP population specific, meaningful career training paths and explore earn and learn models that lead to quality jobs. The roundtable will provide the necessary expertise for a curriculum that leads to certification recognized by industry and local businesses. To achieve highest outcomes in this area, we are committed to strengthening our partnership with the East County AJCC and the SDWP.
- A user-friendly job board and feature events such as CAEP population specific bi-annual career fairs, industry tours for students and staff, and job shadowing all serve to raise awareness of resources for our business partners. Additionally, we will engage employers to support language, literacy, digital and numeracy skills classes at their sites, for their incumbent workers.
- Increased responsiveness to local and economic conditions and related business needs combined with in-house employment-related workshops (e.g., resume writing, interview preparation, cultural and interpersonal competencies) will enable ERAE to achieve high match rates of students to quality jobs. Additionally, we will continue close collaboration with advisory boards and are utilizing SDWP's Career Coach, a single tool to make labor market data and job application tools accessible to end users such as our students.



Processes/Activities

- Collaborate with industry and workforce development partners to provide service-learning, job-shadowing, internships, nontraditional apprenticeships, learn-and-earn models and other work-based opportunities and services
- Create sector/business roundtable to inform curriculum development
- Host feature events such as job and apprenticeship fairs, industry tours, and a job board
- Develop concrete partnerships with San Diego and Imperial Counties Regional Consortium (Strong Workforce Initiative) and regional career centers (AJCC)
- Gather employees' and partners' perspectives on barriers to employment, in close partnership with advisory boards
- Identify opportunities for education and awareness of employers of cultural competency
- Develop data protocols and routines across educational institutions (community colleges, CAEP consortia, etc.)

Key Indicators

- Relational connectedness achieved through a business roundtable
- Better informed businesses
- Fully implemented paths leading to certifications recognized by local and regional employers
- MOUs with East Region Chamber of Commerce, East County Economic Development Council, and SDWP
- Real-time job board fully utilized by business partners and ERAE students
- Increased number of short-term training programs that meet industry needs
- Labor market data driven program development
- Increased number of certificates recognized by regional businesses
- Increased number of internships and apprenticeships

6. **Improve Integration of Services through Outreach and Inclusion: Develop internal as well as external marketing strategies to raise awareness of opportunities and practices in an adult education system that allows for education and training to become a lifelong practice.**

To be successful and effective, ERAE needs to be easily accessible and understood as a resource throughout our East Region communities. Through a digital environment (website and social media) and non-tech media, available in multiple languages and with information on all available options, we will market classes in broad, career-focused paths that guide students to enter adult ed., succeed in adult ed., and transition into employment and further education. Detailed information is provided on support services for students whose education revolves around their lives (and whose lives do not revolve around education). The creation of an alumni network will further promote our “brand recognition” and help ERAE co-create and be a part of a distributed system of adult education, workforce development, and community well-being.

Processes/Activities

- Increase awareness of ERAE as an avenue to support and prepare students for college and career
- Offer planning and budget information sessions for consortium and community members
- Optimize use of website
- Develop a comprehensive, multi-channel communication plan
- Data Analysis (labor market, student needs, student and staff satisfaction)
- Expansion of social media activities
- Consider ways to recognize employers who support ERAE and its partners
- Collaborate with other regional adult ed. consortia

Key Indicators

- Better informed community of students and stakeholders
- Growing capacity to serve underrepresented and/or underserved students
- Increased enrollment of disproportionately impacted students
- Attendance and transition metrics
- Shared outreach strategies across five adult ed. consortia and their partners
- Active alumni network

Figure 1. Logic Model

Goal 1: Establish a sustainable learning and working/professional development environment for consortium members, teachers and staff.  
 Prioritize increasing equity.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Staff position	Hire professional learning lead	A blueprint is established for professional learning, including the use of Canvas for faculty and staff training	More integrated services lead to implementation of innovative, culturally responsive teaching methodologies	Student achievement increases	More student work in jobs in their field, with better wages
Professional development curriculum	Identify professional learning needs and conduct planning process	More faculty participate in professional learning opportunities; gains in knowledge and skills increase	Faculty and staff apply new knowledge and skills in all interactions with students and in the classroom	More students transition with ERAE to additional adult education programs, community college or other training or education programs	Students increase wages
Canvas and technology access	Offer monthly professional learning tailored to learners' needs and roles, with a focus on equity	Staff participate in equity-focused professional development			More students earn a living wage
Collaboration between all programs and ERAE entities	Utilize pre-planning/needs and post-training assessment tools				
	Implement Canvas				

Assumptions	External Factors
Professional learning needs can be accurately identified Faculty and staff participate in professional learning Not all ERAE entities have the same goals Students provide input for an effective system that meets student needs	

Goal 2: Develop six clearly mapped training and education paths for all consortium adult students, in alignment with regional needs for skilled workers and the California Community Colleges Guided Pathways.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<p>Student participation</p> <p>Industry participation</p> <p>Cohesive teams across ERAE</p>	<p>Establish workgroup and a planning model for maps and education paths</p> <p>Collect and apply industry insight</p> <p>Work with adult education and community college faculty and faculty to identify maps and transition plans</p> <p>Transition specialists support students in utilizing maps and transition plans</p>	<p>Maps and transition paths are established in at least six areas</p> <p>Students identify and utilized paths and transition maps with support from transition specialists</p> <p>Staff participate in professional learning on maps and transition plans</p> <p>Additional articulated courses and new programs</p>	<p>Student time to completion is reduced</p> <p>Completion increases</p> <p>Fewer students take classes or courses that don't align with their field of study</p>	<p>Student achievement increases</p> <p>Multiple measurements in place</p> <p>More students transition with ERAE to additional adult education programs, community college or other training or education programs</p>	<p>More student work in jobs in their field, with better wages</p> <p>Students increase wages</p> <p>More students earn a living wage</p>

Assumptions	External Factors
<p>Relational connectedness benefits students</p> <p>Maps and education planning tools with support accelerate student achievement</p> <p>Business partners provide expertise for curriculum development</p>	<p>Employer need remains consistent</p>

Goal 3: Establish “high-touch” onboarding processes designed to support first-time students make informed choices, plan across programs, and identify career options and goals aligned to their skills and interests and regardless of entry point or level

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Student participation	Establish workgroup and a planning model for student onboarding	Students participate in onboarding process	Student time to completion is reduced	Student achievement increases	More student work in jobs in their field, with better wages
Student Retention and Success Management System	Transition specialists support students in onboarding	Students identify and utilized transition maps and education paths	Completion increases	More students transition with ERAE to additional adult education programs, community college or other training or education programs	Students increase wages
Transition specialists	Establish workgroup on multiple measures and credit for prior learning	Staff participate in professional learning on maps and paths  Models for multiple measures and credit for prior learning are established	Fewer students take classes or courses that don't align with their field of study	Multiple measurements in place	More students earn a living wage

Assumptions	External Factors
<p>Improving onboarding processes will accelerate student achievement</p> <p>Not all ERAE entities have the same goals</p> <p>Students provide input for an effective system that meets student needs</p>	

Goal 4: Provide access to high-quality transition, advising, and academic support services throughout adult education and into college and career

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Student participation	Establish workgroup and a planning model for student-centered services	Students participate in assessment and support services	Student time to completion is reduced	Student achievement increases	More student work in jobs in their field, with better wages
Student Retention and Success Management System	Transition specialists provide support services	Staff participate in professional learning on student-centered services	Completion increases	More students transition with ERAE to additional adult education programs, community college or other training or education programs	Students increase wages
Transition specialists	Academic advisors provide support services	Teachers participate in professional learning on culturally responsive, student-centered instruction and methodology	More integrated services lead to implementation of innovative, culturally responsive teaching methodologies	Multiple measurements in place	More students earn a living wage
Individualized curriculum	Specialists and advisors support teachers  Teachers tailor content to student needs	Models for student services are established	Faculty and staff apply new knowledge and skills in all interactions with students and in the classroom		

Assumptions	External Factors
<p>Improving support services and individualized approached to teaching and learning increase student achievement</p> <p>Not all ERAE entities have the same goals</p> <p>Students provide input for an effective system that meets student needs</p>	

Goal 5: Develop a partnership and collaboration network to provide students with opportunities for employment and professional growth across the region

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Faculty and staff participation  Industry participation  Business Engagement Coordinator	Establish business engagement workgroup  Establish business engagement and work-based learning model  Curriculum development  Work-based learning and use of employability skills framework  Weekly work-readiness workshops (resume, interview preparation, etc.)	Students participate in work-based learning  Curriculum is updated using labor market and industry data  Number of internships and apprenticeships increases	Students gain 21 <sup>st</sup> century skills  Direct job placement increases  Job board will reach at least 2,500 potential employees	More students work in jobs in their field, with better wages	More students earn a living wage

Assumptions	External Factors
Increasing work-based learning opportunities will increase employment readiness Industry partners provide input for an effective system that meets student needs	Employer need remains consistent

Goal 6: Develop internal as well as external marketing strategies to raise awareness of opportunities and practices in an adult education system that allows for education and training to become a lifelong practice

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
Graphic Design  Marketing  Social Media Coordinator	Advertising campaign  Social media presence	Ad placement  Social media content placement	Enrollment increases, particularly traditionally underrepresented students	Completion increases	More students earn a living wage

Assumptions	External Factors
Marketing efforts will increase number of students participating in adult education programs	Employer need remains consistent



Table 3. Progress Indicators (SMART goals)

1. By September 2019, complete evaluation of existing professional development efforts and outcomes, and begin development of professional development as a system, under the guidance of PD coordinator.
2. By October 2019, implement first step of the six-paths model: common program maps and benchmarks, aligned with prior learning and other multiple measures assessment. Maps will be developed based in business engagement and business roundtable (with advisory boards) input.
3. By August 2020, evaluate first year of PD system and paths prototypes. Revise based on data analysis.
4. By December 2019, complete initial mapping of paths with milestones and core competencies, based on templates developed by a large business partner. Prepare for first prototypes to be offered Spring 2020.
5. By July 2019, introduce Canvas as a student-centered LMS and roll out three blended learning environments (applied technologies).
6. By March 2021, execute all steps of the six-paths model: comprehensive program maps (with support modules) for all six paths are implemented and utilized by all student support services that introduce new students to opportunities and expectations through high-touch onboarding.

## 2.5 Piloting and Implementation

This strategic plan puts articulates a vision for [Education That Works](#). [Transitions That Matter](#). [Students Who Succeed](#). Six strategic goals have been set to align with the major concepts behind CAEP (AB104) – shared professional development (Strategic Goals 1, 5 and 6), student acceleration (Strategic Goals 2, 4 and 5), student transition (Strategic Goals 3, 4 and 5), and leveraging resources (Strategic Goals 1 through 6). To be effective, the six strategies must work together (aligned horizontally and operationally); our shared capacity and success to implement five broad education and career paths and support modules, for example, will be contingent on the effectiveness of our training and education architecture.

[Strategic Goal 1. Improve Integration of Services through Professional Learning: Establish a sustainable learning and working/professional development environment for consortium members, teachers, and staff.](#)

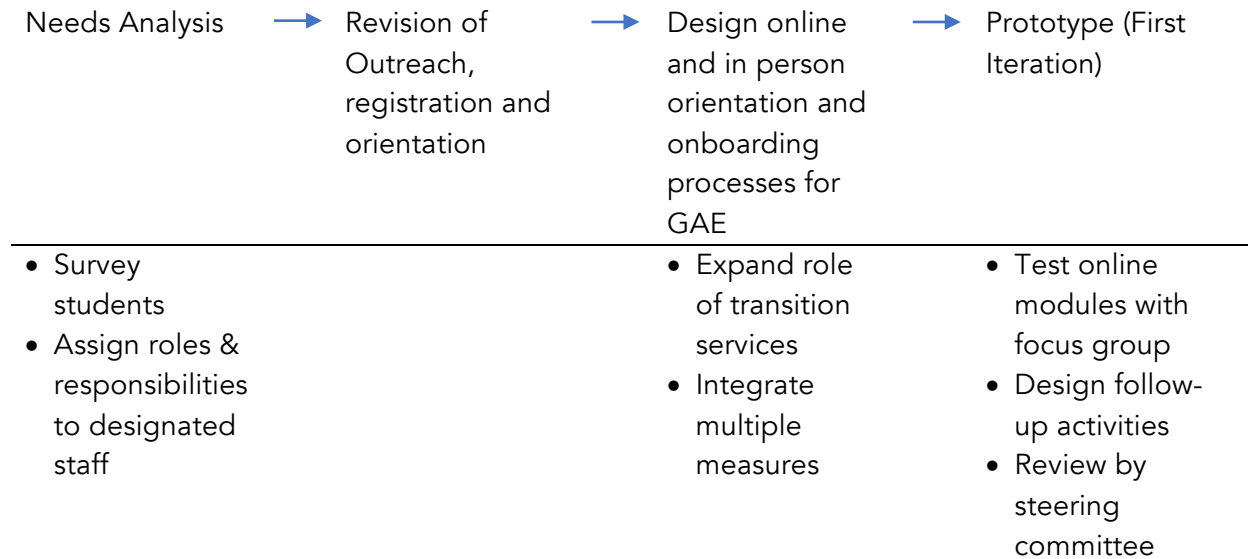
Needs Analysis	→ Mapping	→ Design Concept for System	→ Prototype (First Iteration)
<ul style="list-style-type: none"> <li>• Considering other strategic goals, what types of PD are needed?</li> <li>• Assign roles &amp; responsibilities to designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Shadowing and surveys of staff, instructors, students</li> <li>• Environmental Scan (existing resources)</li> <li>• Evaluation of existing PD and PD documentation</li> </ul>	<ul style="list-style-type: none"> <li>• First introduction of concept during PD kickoff event</li> <li>• Introduction of new evaluation tools</li> </ul>	<ul style="list-style-type: none"> <li>• Roll-out of series of PD workshops – content and/or program specific</li> <li>• Review by steering committee</li> </ul>
	→ Initial Training on	→ Develop timeline and budget	→ Evaluation
	<ul style="list-style-type: none"> <li>• LMS (Canvas) roll-out for PD</li> <li>• Assessment tools</li> <li>• Communication and Data protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Set calendars for staff – might vary depending on content and needs (include shadowing of Guided Pathway teams)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Effectiveness of first series</li> <li>• Review by steering committee</li> <li>• Presentation of revised prototype (second iteration) to governing board</li> </ul>

Strategic Goal 2. Improve Transitions through Acceleration and Alignment: Develop six clearly mapped training and education paths for all consortium students, in alignment with regional needs for skilled workers and the California Community Colleges Guided Pathways Initiative.

<p>Mapping</p>	<p>→ Roll out prototype for high touch onboarding for selected group of students</p>	<p>→ Implement Auto repair and CNA classes based on initial maps</p>	<p>→ Prototype (First Iteration)</p>
<ul style="list-style-type: none"> <li>• Develop initial maps for six paths</li> <li>• Assign roles &amp; responsibilities to designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Online orientation module</li> <li>• Required meeting with transition specialist</li> <li>• Include first tools for prior learning assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Include support modules (IET model)</li> <li>• Provide orientation specific to content area</li> <li>• Build in formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Include articulation/dual enrollment options and pre-requisites</li> <li>• Review by steering committee</li> </ul>
<p>Joint mapping project with other regional consortia and SDIC Regional Consortium</p>	<p>→ Design Mt Empire focused version</p>	<p>→ Evaluation</p>	
<ul style="list-style-type: none"> <li>• Leverage resources and braid mapping efforts with strong workforce initiative</li> </ul>		<ul style="list-style-type: none"> <li>• Review by steering committee</li> <li>• Presentation of revised prototype (second iteration) to governing board</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear and concise data that demonstrate progress and achievements</li> </ul>

Maps follow same design principles, with clear and consistent learning outcomes, stipulate skills and competencies appropriate to path and include high expectations.

Strategic Goal 3. Improve Integration of Services through Holistic Assessment of New Students, Outreach and Engagement: Establish “high-touch” onboarding processes designed to support first-time students make informed choices, plan across programs, and identify next career steps and goals aligned to their skills and interests and regardless of entry point or level.



→ Provide multiple types of orientations to inform all students of services provided and how to access those services

→ Evaluation

- Review by steering committee
- Presentation of revised prototype (second iteration) to governing board
- Provide clear and concise data that demonstrate progress and achievements

Strategic Goal 4. Improve Transitions through Student Assessment and Student-Centered Services: Provide access to high-quality transition, advising, academic support and job placement services for nearly all students.

Needs Analysis	→ Roll out prototype for individualized instruction based on multiple measures	→ Implement individualized instruction and support	→ Prototype (First Iteration)
<ul style="list-style-type: none"> <li>• Survey students (include principles of human centered design/journey mapping)</li> <li>• Assign roles &amp; responsibilities to designated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate first tools for prior learning assessment</li> <li>• Required meetings with transition specialist/advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Include support modules (IET model)</li> <li>• Provide ongoing transition services</li> <li>• Build in formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Include articulation/dual enrollment options and pre-requisites</li> <li>• Include online tools (Nuro Retention)</li> <li>• Review by steering committee</li> </ul>
→ Bring in additional resources	→ Design Mt Empire focused version	→ Evaluation	
<ul style="list-style-type: none"> <li>• Collaborate with SDWP/</li> <li>• WES's Global Talent Bridge as part of San Diego's Skilled Immigrant Integration Program 2019 (advance immigrant integration efforts and develop programmatic support for assisting refugee communities)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear and concise data that demonstrate progress and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Review by steering committee</li> <li>• Presentation of revised prototype (second iteration) to governing board</li> </ul>	

Strategic Goal 5. Improve Transitions through Business Engagement and Alignment with industry and community-based organizations: Strengthen the network for partnership and collaboration to provide students with opportunities for employment and professional growth across the region.

<p>Roll out of East Region/Population Specific job board</p>	<p>→ Re/design of paths curriculum (part one) to align to industry needs</p>	<p>→ East Region Business Roundtable/Service</p>	<p>→ Prototype (First Iteration of two paths)</p>
<ul style="list-style-type: none"> <li>• PR campaign</li> <li>• Marketing Plan</li> <li>• Rollout by May 21, 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Include survey on certifications recognized and skills needed</li> <li>• Align PD</li> <li>• Common syllabi and course, aligned to industry needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop relational connectedness through alignment with employer perspective</li> <li>• Provide orientation specific to content area</li> <li>• Build in formative assessment</li> </ul>	
	<p>→ Initial Training</p>	<p>→ Evaluation</p>	<p>→ Prototype (Second Iteration of two paths)</p>
	<ul style="list-style-type: none"> <li>• Include formative evaluation</li> <li>• Coordinate with AJCC</li> <li>• Provide clear and concise data that demonstrate progress and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Further gaps assessment</li> <li>• Review by steering committee and business roundtable</li> <li>• Presentation of revised prototype (second iteration) to governing board</li> </ul>	

Strategic Goal 6. Improve Integration of Services through Outreach and Inclusion: Develop internal as well as external marketing strategies to raise awareness of opportunities and practices in an adult education system that allows for education and training to become lifelong practices.

<p>Develop communication plan</p>	<p>→ Website refresh</p>	<p>→ Social Media</p>	<p>→ Eblasts for members and staff</p>
<ul style="list-style-type: none"> <li>• Account for audiences: employers/staff/current and potential future students</li> <li>• Develop press release</li> <li>• Distribute press release</li> </ul>	<ul style="list-style-type: none"> <li>• Updates to ensure programs are visible and details of program included</li> </ul>	<ul style="list-style-type: none"> <li>• Intensify strategy that highlights success stories/testimonials and events (“just in time”)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce newsletter or other communication opportunities for regular/bi-weekly updates</li> </ul>
<p>→ Targeted introduction of programs and services to community</p>	<p>→ Create data tracking protocol</p>	<p>→ Evaluation</p>	<p>→ Prototype open houses and program specific “infomercials”</p>
<ul style="list-style-type: none"> <li>• Develop external talking points for employer outreach</li> <li>• Develop internal talking points</li> <li>• Automate communication process with stakeholders and community partners</li> <li>• Provide services such as flu shots or health screenings</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear and concise data that demonstrate progress and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Further gaps assessment</li> <li>• Review by steering committee and business roundtable</li> <li>• Presentation of revised prototype (second iteration) to governing board</li> </ul>	

## Evaluating Effectiveness

Aside from utilizing testing (CASAS) and data reporting tools in place (TopsPro, Perkins Reporting), we will develop several benchmarks and metrics:

- Quality Indicators
  - Paths characteristics and design features – evaluating participation (length, duration, certification availability, targeted population, industry focus; academic goals) and effectiveness of key elements (sequence, use of skill assessments, role of support services, approach to curriculum design and delivery, employer engagement)
  - Participant characteristics – evaluating the effectiveness of targeted programming
  - Implementation metrics – evaluating the effectiveness of introducing innovative pedagogy and methodology (also professional development)
- Shared interim outcomes
  - Transition metrics – Data for participants enrolled in adult ed. before taking classes, before and after transitioning to postsecondary programs or employment, retention rates
  - Did enrollment and retention increase by providing orientation (also in multiple languages)?
  - Did barriers decrease for disproportionately impacted students
  - Did outreach and orientation increase?
  - Increase in EFLs
- Shared performance metrics
  - Education and training outcomes
  - Labor market outcomes
  - Braided services for WIOA Title 1 and Title 2 recipients
- Program effectiveness
  - Did participants increase their English language skills as a result of a specific class/path (e.g., IET)?
  - Did participants who took advantage of online/mobile tools show greater improvement in their English literacy than those who did not?
  - Did participants experience wage increases 180 days after completing a certification through training? What was the magnitude of these changes on average?
  - As a result of training, did participants feel more qualified to compete in the labor market? Did participants feel more empowered to drive their own career progress? Did they have a better understanding of what to look for in a quality job?
  - Did employers find value in this program?
- Implementation



- Is this plan responsive to the unique needs of our students and community members?
- Has the number of certificates recognized by regional businesses increased?
- Has the number of students dual enrolled increased; have matriculation numbers overall increased?
- What were unique successes and challenges?

To successfully implement strategies and meet our goals, the consortium's steering committee will meet regularly in support of faculty, instructors and staff at each member site. Six work groups, aligned with the six strategic goals described above, will advance the work of the strategic plan and ensure that activities designed to meet our goals will be implemented effectively. These workgroups will include two college faculty members, two to three GAE instructors and/or staff, and one MEUSD staff from each of the instructional program areas. A workgroup lead for each group will coordinate the work of their respective group and participate in steering committee meetings. The consortium will communicate milestones and challenges to ERAEs Governing Board quarterly.