

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 9, 2018, 12:05 AM UTC

40 Education to Career Network of North San Diego County (Palomar/Vista)

Plans & Goals - Consortium Approved

Executive Summary

The Education to Career Network of North San Diego County (ETCN) was able to meet, and in most cases exceed, our goals set in all key program areas. Major accomplishments in 2017-2018 include: Symplicity- Student Career Services Manager: Rolled out an online program designed to assist students with career readiness, career exploration and job search. The Career Toolbox function provides students with online assistance developing resumes, cover letters and practicing interviewing techniques through online videos and specialized modules. EMSI and ASAP – Initiating EMSI has informed our decision-making process as it relates to offering curriculum based on gaps and needs in the region. It is helping us identify growing industries and accomplished employers with whom we can partner. ASAP’s Service Hours module has helped counselors and advisors document and manage student appointments and caseloads more efficiently. Legislative and Community Outreach Campaign: ETCN information packets were shared with local legislators leading up to visits during Legislator’s Day in Sacramento. Established the first-ever county-wide “Adult Education Week” proclaimed by the San Diego County Board of Supervisors. 2nd Annual Path to Palomar Event: Based on the success of the first year’s event, Leadership members participated in the spring event designed to showcase Palomar College’s course offerings and introduce adult education students, many for the first time, to a college campus. After the campus tours, students met with Palomar career counselors, transition coordinators and other support personnel. Digital Badging: Adopted the Riverside consortium’s badging program and ForAllSystems platform and began development of teacher training materials and roll-out program to students targeted to commence Fall 2018. Our 2018-19 plan goals include the following highlights: Host a Community Forum to inform and share achievements over the past 3 years and to gain input on ways to enhance student education/career success and determine industry workforce needs; Roll out of the digital badging program and development of 2nd phase for CTE courses and pathways; Continue alignment and integration of curriculum to accelerate student learning and meet regional workforce needs; Developing Adult Education Pre-Apprentice programs which either articulate to Palomar College or directly into a trade union program; ETCN’s motto “It’s Working” continues to ring true within the communities we serve.

Regional Planning Overview

The members of the ETCN believe we got it fairly close to “right” in our initial planning process over three years ago. The data collected and the stakeholders assembled to identify and validate our region’s gaps and needs and the priorities and strategies to address those gaps and needs were critical to both the planning and implementation phases of our plan. As a result, in order to gear up for the next three-year planning phase, we plan to repeat much of the process initially used; over the next year, we will update the data and research initially conducted and will reconvene the stakeholder groups. The major difference between the development of our first three-year plan and the next plan is the fact that we are now collecting and analyzing data and holding conversations with stakeholders consistently and regularly. In the initial planning phase we had no baseline data. As we plan for the next three years, we have not only baseline data, but also trending data, to

measure growth and identify strategies that are working. Another difference is that, in our initial planning phase, we hired consultants to conduct research for us on labor market needs and on demographic needs by communities within our region. This year, we will not need to hire consultants to do these studies for us. With our consortium staff members in place, we have been able to update this data on an annual basis. We rely on our Job Developer and Career Education Specialists to update our employer information and on our Data Coordinator to update student, demographic and labor market research data for us. Also, ETCN has aligned our work with other regional planning initiatives and is able to leverage the labor market studies and research used to inform those other initiatives. For example, members of the ETCN participate in the San Diego County Regional Career Pathways Consortium, the Strong Workforce Regional Task Force for the Southern Border Region, and the San Diego Workforce Partnership (our local workforce development board) regional planning processes. In October 2018, we plan to hold our fourth community forum. At this community forum, community partners and local businesses will be invited to help us analyze gaps and needs, prioritize strategies, and identify potential leverage points and partnerships that could help to address those needs. This year, we also plan to reconvene our faculty members and student focus groups.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Education for Immigrants

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

ETCN uses a variety of data sources including EMSI, Data USA, census data and demographic information from our students. This data shows that there is a consistent need in every area of our region to provide these services.

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

Member school districts have offered alternatives to site base learning for students who are faced with job/scheduling changes or other barriers by offering ESL classes' off-site multi-level ESL classes and ESL Distance Learning classes using Burlington English to continue their learning. Palomar began offering ESL classes at Harrah's Resort and Casino, for employees and community members. Sites are working on creating accelerated classes assisting the English Language learner in completing a CTE course infusing the IELC model. Escondido Adult School created a Basic Nursing Assistant/Caregiving class this year and Poway Adult School has created a Information Communication Technology model. Other sites are moving forward in the next year to create their own programs assisting second language learners successfully transition into careers. Using EMSI and census data, the ETCN Data Coordinator will update regional needs at least annually. All sites are using educational plans and CASAS pre/post testing to measure student gains and collect demographic information.

Regional Need #2

Gaps in Service / Regional Needs

Student Support Services

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

ETCN uses a variety sources to collect information on student needs and most importantly from our current and potential students. Through their feedback, we have noticed since the beginning of our plan that we need to provide supportive services to assist our students stay in training and successfully complete their goal.

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

ETCN has hired on support staff to provide services to assist our students in transition to college and career. To help break down barriers for students, we provide new student workshops to assist with stress management, organizational and study skills. At some sites, there is now childcare available, discounted bus passes and laptops to check out, along with tutoring, and career/academic counseling.

Regional Need #3**Gaps in Service / Regional Needs**

Career Technical Education

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

Our BW Research Study found that more than 25,000 individuals in the region are likely to be in need of career technical education. ETCN uses a variety of data sources including EMSI, Data USA, census data and demographic information from our students.

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

This year, Palomar College opened up new sites in Rancho Bernardo and Fallbrook and is working with the adult schools on offering pre-apprenticeship programs in our entire region. Poway developed CTE courses in the Information and Computer Technology pathway. They also developed a partnership with their school district to meet regional need for bus drivers, security officers, and instructional aides. Ramona Adult School created construction, auto, and welding programs.

Regional Need #4**Gaps in Service / Regional Needs**

Older Worker Education and Reentry to the Workforce

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

Our BW Research Study showed that civilians unemployed who are 55 and over is a need region wide. ETCN uses a variety of data sources including EMSI, Data USA, census data and demographic information from our students.

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

At all of our sites, we have found that the older adult learner has immersed themselves in our regular CTE courses completing along with their peers. This past year, new classes targeting the Older Worker were offered. Poway Adult School implemented a course to assist the mature job seeker with career resources and will continue to offer this class. Palomar has many noncredit courses for older adults that have gone through or are going through the curriculum process. These courses address areas to assist older adults with job readiness including brain fitness, digital literacy, photography, and various music and art classes for professionals.

Regional Need #5**Gaps in Service / Regional Needs**

Education in Elementary and Secondary Basic skills

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

EMSI data reports that 9% of our population in our region have less than a 9th Grade level of education and 6% of our population have only attained education from the 9th Grade to 12th Grade level. ETCN uses a variety of data sources including EMSI, Data USA, census data and demographic information from our students.

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

Sites have offered an array of choices for students successfully complete their High School Diploma or Equivalency through offering class labs, direct teaching and online classes. This past

year through the collaboration with Palomar College, a new Algebra A was created to align with Palomar's Math 50 class. ETCN will continue to work as a system to reach out to non-high school completers and out of school youth. Using EMSI and census data, the ETCN Data Coordinator will update regional needs at least annually.

Gaps In Service

New Strategies

Strategy #1

On an annual basis, the ETCN will update data to assess regional needs and gaps in service through EMSI.

Strategy #2

At least once annually, the ETCN will convene or participate in regional partners summit in order to identify partners serving similar populations and identify needs and gaps in service. Our next community forum to include all member district representatives, business partners, community service providers, etc., is scheduled for October 24, 2018 at the Poway USD Community Room, from 11:00 am to 1:30 pm. We will use this community forum to help inform the 3-year plan due in May or June, 2019.

Strategy #3

At least once annually, in response to updated service level data, the ETCN will update its public information and marketing plan in order to target specific populations for service.

Seamless Transitions

New Strategies

Strategy #1

Develop or identify a strategy or tracking method to monitor student placement in employment. Follow up surveys will be conducted to attempt to collect this data.

Strategy #2

Provide educational counseling for those students to choose the right courses, connect to community agencies, and personal skill building. This will continue to be a focus and member districts have been staffed with Career Education Specialists and/or Transition Coordinators to take the lead on this work.

Strategy #3

Provide childcare at schools sites or vouchers to assist students in being able to stay in school.

Strategy #4

Explore means to offer transportation assistance to students in order to attend classes. We have offered discounted bus and Sprinter passes in the past. This is an area that we will continue to address. In many cases, the solution isn't as easy as providing students with a bus pass, because

the bus routes themselves don't make it easy for students to get to class. We need to creatively explore other less traditional ways to address this need such as discounts for Uber or Lyft.

Student Acceleration

New Strategies

Strategy #1

ETCN will continue its curriculum alignment project this year to include program areas not previously addressed and/or those that need continued work including English and Math.

Strategy #2

ETCN members will continue developing integrated education and training (IET) programs in several areas, to assist student acceleration through programs.

Strategy #3

ETCN will identify short-term certificate pathways and develop curriculum with the purpose of articulation and accessibility.

Strategy #4

ETCN will create an inventory of courses needed based upon Labor Market needs (as identified by EMSI, industry partners, and through other regional planning initiatives) and compare current course offerings.

Strategy #5

ETCN will develop Pre-Apprentice programs to be offered in our region's Adult Education programs.

Professional Development

New Strategies

Strategy #1

Last year, many of the ETCN members attended a regional training on Accelerated Learning. The result was for agencies to develop action plans to implement at least one accelerated learning strategy. This year, we intend to provide more professional development for our collective work around some of those acceleration strategies, including Integrated Education and Training (IET), continued curriculum alignment expansion, and blended learning models.

Strategy #2

In 2018-19, we will launch our digital badging program in both academic and CTE programs. As a result, providing professional development to staff, students and our community about digital badging is a key area of focus for ETCN this year.

Strategy #3

Now that the ETCN members are collecting data consistently, we plan to implement a formal Data Dialogue in order to better understand our data and to identify and share best practices across agencies. Using a Data Dialogue protocol that has been piloted at one of our member agencies, we

now plan to expand that process to include representatives from across ETCN. We see this as the beginning phase of implementing consortium-wide Professional Learning Communities.

Strategy #4

ETCN members are planning professional development around Learner Persistence for both faculty and staff in 2018-19. The hope is that by identifying drivers and influencers of learning persistence, we will also lead the consortium team to learn about culturally-responsive learning environments, lesson planning, classroom management, customer service, streamlining enrollment processes, human-centered design, and Trauma Informed Care training.

Strategy #5

Through our Disabilities Support Counselor, the ETCN members intend to continue to provide professional development for teachers and staff to learn about and implement strategies to support and accommodate students with disabilities. These ongoing and just-in-time professional development opportunities will also include training on our community resources repository, which we plan to create and launch this year.

Leveraging Resources

New Strategies

Strategy #1

ETCN plans to convene another community forum, on October 24, 2018, with partners and legislators to raise awareness and solicit feedback on gaps and needs. We will use the data collected in this forum to inform our next 3-year plan.

Strategy #2

Continue to leverage the use of shared positions. These include a job developer, a technology integration specialist, a data coordinator, and a disability support counselor. The shared positions support all member districts and are evaluated annually and given feedback on effectiveness as related to ETCN needs and student outcomes.

Strategy #3

Explore other methods of addressing transportation barriers, including vouchers for Uber and Lyft. This is an area that we will continue to address. In many cases, the solution isn't as easy as providing students with a bus pass, because the bus routes themselves don't make it easy for students to get to class. We need to creatively explore other less traditional ways to address this need.

Strategy #4

ETCN has developed a comprehensive system and policies related to student data sharing and confidentiality of records. Each member district signed a data sharing agreement that has become an addendum to our memorandum of understanding.

Strategy #5

ETCN members will continue to participate in super-region meetings for the San Diego and Imperial Counties Adult Education Roundtable and interact with the local workforce development board (WDB) at that time. Also, because as a consortium ETCN is Workforce, Innovation and Opportunity Act (WIOA) funded, all of our member district are now part of the county-wide WIOA MOU and collaborative process.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

To ensure fiscal accountability and continued transparency, ETCN employs an outside auditor to review our books annually. Funds were allocated and spent according to our goals for FY 2017-18. These included increased emphasis on stakeholder/partner engagement to support student education and career success; implementation of common student data tools to gather, measure, and analyze student and/or program successes and outcomes and share best practices; roll-out of Symplicity and Canvas, new platforms to assist students with work-readiness, career exploration, and job search; and continued alignment and integration of curriculum to accelerate student learning and meet regional needs. To accomplish the goals above, members interacted on a more frequent basis, with shared positions spending time addressing the needs of each individual member district. CASAS pre/post testing was used at all member districts as a common student data tool. Symplicity and Canvas were rolled out and students could begin using the tools for work-readiness, career exploration and job search. Additional progress was made in curriculum alignment as well. The Beginning Algebra class that was created collaboratively between adult school and college faculty was piloted at Vista Adult School. Next steps are to analyze the results and expand to other adult schools. We will continue to develop bridge math and language arts classes this year to make sure students from the adult schools are ready to enter transferable college level math and English upon their transfer to Palomar College.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

A standing agenda item at every leadership council meeting is a fiscal agent report; this report includes examining planned v. actual expenses. As noted above, in addition, next year, fiscal agent Vista USD will hold regular meetings regarding specific fiscal practices, reports, and deadlines among the member district's fiscal representatives and leadership council members. For the last three years, when the ETCN Leadership Council approved the budget for its CFAD submission, it also projected a budget for the following year. In March as we began working on the CFAD, each member district was asked to do two things: 1) to project its expenses through June 30, 2018 and 2) identify additional budget requests for 2018-19. Based on the expenditure projections, any carry-over identified is then used to either carry incomplete activities into the next year, accelerate portions of the plan with later start dates, or support new budget requests. Members making additional budget requests are asked to identify whether the request is one-time, short-term or on-going, so the expense can be appropriately budgeted in future years. In addition to regular monthly meetings, the Leadership Council members participate in an annual planning retreat. The retreat is used to amend and update our regional plan, while the regular Leadership Council meetings are used to monitor the implementation of the plan and tend to the business aspects of our consortium's operation.

Certification

Escondido Union High School District, Member Representative

Brian Head

Approved

2018-08-09

Palomar CCD, Member Representative

**Suzanne Sebring
Susan Garland**

Approved

2018-08-08

Poway Unified School District, Member Representative

Kathleen Porter

Approved

2018-08-08

Ramona City Unified School District, Member Representative

Dave Lohman

Approved

2018-08-08

San Marcos Unified School District, Member Representative

**Joanne Wimsatt
Shauna Wright
Garth Phillips**

Approved

2018-08-08

Vista Unified School District, Member Representative

Elizabeth O'Shea-West

Approved

2018-08-08



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