SDAERC Agenda

Date: February 6th

9:30- 11:30

Location: SDCE ECC
Room: Headquarters PDC 106

Item		
1.	**Call to Order**	All
2.	**Adoption of Agenda & Selection of Meeting Chair and Co-Chair**	All
3.	**Public Comment**	
4.	**Consent Items:** None	All
5.	**Action Items:** None	
6.	**Discussion Items:** SDAERC Strategic Planning • Overview of Strategic Plan Timeline • Review 2015 Three Year Strategic Plan Goals • Review Year 4 Annual Strategies • What is our Common Vision for SDAERC? • SWOT Analysis	Randy Tillery, WestEd, Facilitator All
7.	**Informational Items:** a. Upcoming Deadlines & Events	All
Adjournment		
Next Meeting: Thursday March 7th 2019 2:30 – 4pm		

SDAERC Purpose: SDAERC is the decision-making body on issues pertaining to AB104 and Adult Education in the region and includes member agencies from San Diego Unified School District and San Diego Continuing Education. The SDAERC's role is to: 1) Establish the Consortium's strategic agenda, including objectives and annual plans, 2) Fiscal oversight including setting priorities for financial plans for the Consortium, 3) Evaluate the needs in the Adult Education need of the community, 4) Prioritize and direct resources toward serving the unmet needs of the community, 5) Evaluate the annual performance measures and student data, and 6) Appoint committees as necessary and prescribe roles and duties for committee work.

SDAERC Members:

SDCE: Michelle Fischthal, Vice President of Instruction, Lorie Howell, Dean of Adult Basic Education, Adult Secondary Education, and Hospitality and Culinary Programs and West City Campus, Magda Kwiatkowski, ESL Instructor and WIOA II Faculty Coordinator

SDUSD: Al Love, College Career and Technical Education and Adult Education Director, Andrea Vinson, Principal of Alba Alternative School, Megan Johnson, Adult Education Instructor

For more information about the SDAERC and AEBG: Visit our local websites: SDCE SDAERC and SDUSD SDAERC
Or the State AEBG website: www.aebg.cccco.edu

SDAERC 2015-2018
Three Year Strategic Plan Vision and Goals

➢ Develop and implement systems and infrastructure with ample human capital to efficiently provide and maintain aligned services, programs, and resources that accommodate the diversity of students' needs, categorically including but not limited to: common assessments, placement systems, tracking systems both unified and program specific, outreach strategies, marketing, website revision/upkeep, data analysis/integration, curriculum revision/creation, effective program planning, orientations, organizational flow, career pathway performance measures, student "navigators," communication and articulation pathways between SDUSD, SDCE, SDCCD, & community partners, job placement services, inter and intra-department communication, tutoring, and counseling.

➢ Research and integrate products, technology, and systems to provide efficient, accurate placements into programs which can provide current, relevant instruction through the following activities but not limited to: identifying an alternative to TABE test, establishing a net lab, procuring specialized CTE equipment, and updating classroom technology.

➢ Develop and offer professional development that includes but is not limited to: dissemination of information gained from conferences/advisory boards, utilization of products, technology, or systems, integration of teaching pedagogy or field advancements/changes, expansion into online offerings, and delivery of services in a manner which aligns with SDCE's mission.

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➢ Foster community collaboration and establish/maintain active participation on advisory committees for the purposes of but not limited to: constructing employment pathways with partners, integrating industry standards/advancements into curriculum, aligning programs, leveraging resources, and broadening outreach.

➢ Develop and revise programs and courses for the purposes of but not limited to: aligning curriculum within SDUSD/SDCE/SDCCD colleges, maintaining relevancy, incorporating advances in the field, creating a modified I-Best model, expanding the depth and breadth of offerings including prevocational sections and certificates, integrating industry standards for job placement including entrepreneurial and soft skills, contextualizing curriculum, accelerating learning/completion, and accommodating DSPS students.

➢ Expand the reach of programs and services through the following methods but not limited to: additional course offerings/sections, online counterparts to new and existing courses, increased locations, broadened marketing, and routine evaluations.

➢ Proactively amass and utilize resources, systems, relationships, and human capital to provide a timely response to: workforce demand increases, student successes, outreach needs, rise in enrollment, student challenges such as transportation or childcare, demographic population fluctuation, low-incident disability enrollment, and legislative changes.

SDAERC
Year 4 Annual Plan Priorities

Gaps in Service:

Strategy #1 (Outreach Student)

Conduct targeted Student Recruitment to increase student and community access to AE programming, increase enrollments, and increase access to Student Services.

Strategy #2 (Outreach Partnerships)

Conduct outreach activities that result in increased number and depth of community partnerships, with CBOs & Public/Government Agencies, that result in referrals, increased enrollments, enhanced supports for students, and an increase of brand/name recognition for noncredit AE programs.

Strategy #3 (Outreach)

Conduct workforce development outreach activities focused on employer and industry partnerships that result in increased work-based learning and job placements for students in order to support student success, enhanced AE programming, and curriculum that is responsive to business sector (demand side) feedback.

Strategy #4 (Outreach Marketing Campaigns)

Increased capacity to provide marketing and outreach efforts related to signage, media campaigns, social media, advertisements, and other collateral materials that result in heightened brand/name recognition, increased enrollments, targeted program outreach, and utilization of web presence (e.g. website).

Strategy #5 (Institutional Effectiveness Personnel)

Maintain the levels of staffing capacity to manage and plan institutional research activities including an institutional research agenda for data-based decision making for AEBG services.

Strategy #6 (Accountability Personnel)

Maintain AEBG grant and program management including administrative capacity, clerical office supports, and accounting supports related to the increased reporting and accountability associated with AEBG and the SDAERC.

Strategy #7 (Equipment and Technology)

 Update computer, smart classroom technologies, and equipment as well as out of date facilities related to instruction and student services in order to support student learning outcomes, student progression, and student completions and that also lead to increased enrollment and transition to employment or placement in credit colleges.

Strategy #8 (Governance and Effectiveness)

Continue to elevate the effectiveness of the SDAER Consortium through staffing and support of joint operating structures, including workgroups, that result in the development of the consortium strategic plan (three year plan), successful progress in the implementation of consortium strategies and analysis of consortium data.

Strategy #9 (Data for Student Outcomes)

Identify, address and eliminate the barriers for the establishment of an integrated system and processes for communication related to cross-agency tracking of referrals, tracking of transitions between SDUSD and SDCCD, tracking of course and program completions, and alignment of instructional pathways, including articulation

Seamless Transitions

Strategy #1 (Data to Inform Instruction and Placement Outcomes)

Increase use of and incorporation of LMI and guided pathways approaches at key program entry points to better support students for course placement leading to increased enrollments and completions.

Strategy #2 (Instructional Software)

Increased use and application of instructional software, including those shared between SDCE and SDUSD Adult Secondary Education eg High School Diploma programming.

Strategy #3 (Student Services)

Coordination between SDUSD & SDCE counseling and student services specifically to support transition services (communication, tracking, and process engineering) for SDUSD students to transition to SDCE programs with specific tactics to support an emphasis on ASE, ESL and CTE.

Strategy #4 (Student Services and Placement Outcomes)

Increase the capacity for college and career transition services, including job placement services.

Strategy #5 (Instructional Programs)

Assess need and expand locations for offering courses, where appropriate, specifically for increased access by SDUSD AE students and the community, including the ability to offer SDCE adult education courses at new community locations including SDUSD AE sites.

Strategy #6 (Outreach and Student Services Personnel)

Hire and/or assign various noninstructional staff positions, including mentors, aides, student services, and outreach staff, to support enrollment, retention and progress of students in adult education programs.

Professional Development

Strategy #1 (Professional Development)

Identify and attend conferences and external professional development opportunities that are specific to funding source (ex: AEBG Annual Summit) as well as local, regional and state events which support the implementation of the noncredit priorities (and AEBG/ SDAERC strategies).

Strategy #2: (Professional Development)

Host and/or sponsor Professional Development efforts aligned to SDAERC strategies and priorities, by member and/or across consortium, including key topics related to serving special populations, and the implementation and best practices associated with online and distance learning.

Strategy #3: (Professional Development)

Ensure adequate Professional Development offerings and equitable access that align to AEBG priorities and that intentionally include teams of key constituencies both across departments and across member agencies (e.g. instruction, student services, classified staff, administrators, Institutional effectiveness, and community stakeholders/partners.)

Strategy #4: (Professional Development)

Share learning and institutionalize effective practices gained through Professional Development participation with intentional efforts to gather, share and use learnings to inform continuous improvement and effectiveness of practices related to SDAERC priorities.

Strategy #5: (Professional Development)

Host professional development opportunities between member agencies focused on student services for current and potential students served by member agencies with an intention to understand and improve transition points including: access, enrollment, and guided pathways between academic programs.

Strategy #6 (Professional Development)

(new): Provide Professional Development focused on industry trends including Labor Market Information (LMI) in order to increase the focus on and utilization of industry engagement, industry standards, and demand side needs, including technology tools, in current and new CTE programs. Ensure the Professional Development approach integrates with Student Services offerings via counseling, career services, and orientation processes. Ensure training across programs, including the Office of Institutional Effectiveness.

Acceleration

Strategy #1 (Instructional Programs Curriculum)

Development of new and/or revised course outlines and instructional materials that align with industry standards, focus on student readiness for work, increased transition to credit college, and incumbent worker upskilling and promotion.

Strategy #2 (Instructional Programs Curriculum)

Coursework development that aligns with credit courses, including the development of articulation agreements (credit by exam), in order to increase the number of students transitioning from CTE to credit colleges.

Strategy #3 (Instructional Programs Curriculum)

Development of course outlines and instructional materials that use distance education and hybrid learning, as well as increase access to Open Educational Resources (e.g. Zero Textbook Initiatives), that result in increased access, increased student enrollment, increased section offerings, increased student retention through programming that is responsive to their needs.

Strategy #4 (Instructional Programs Curriculum)

Development of models to offer Integrated Education and Training (occupational skills, workforce readiness, coupled with Adult Basic Skills or ESL) through course outline development, new instructional models, and instructional materials .

Strategy #5 (Instructional Programs Curriculum): Develop additional student support services and programming to support special populations of students in order to increase enrollments, increase retention through programming that is responsive to their needs. Includes various Student Equity populations.

Strategy #6 (Instructional Programs Curriculum)

Align and standardize high school diploma requirements and instructional practices between SDUSD and SDCE including exploring the possibility of sharing CASAS placement information, reviewing course outlines, developing common course outlines where applicable, and developing common instructional content and curriculum.

Leveraged Resources

Strategy #1 (Integrated Planning and Leveraging Existing Resources)

Integrated planning and program implementation that leverages Strong Workforce Program Outcomes in order to: 1) Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students; 2) Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market, 3) Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts, 4) Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.

Strategy #2 (Integrated Planning and Leveraging Existing Resources)

Integrated planning and program implementation that leverages Perkins funding in order to: 1) Provide students with strong experience in and understanding of all aspects of an Industry, which may include work-based learning experiences, 2) Provide in-

service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs on various topics on topics; and 3) Institutional collaboration with organized labor and business and industrial organizations.

Strategy #3 (Leveraging Partnerships)

Continue to expand and utilize the existing partnership, required under WIOA II: Adult Education Family Literacy Act grant, with the LWDB in order to increase access points, increase enrollments, and increase job placement services.

Strategy #4 (Leveraging Partnerships)

Continue to expand and utilize the existing partnership with the LWDB to provide wrap around supports for adult learners who are Opportunity Youth that will lead to increased access, increased enrollments, student persistence, and guided transition to college and/or careers supports.

Strategy #5 (Leveraging Partnerships)

Continue to develop partnership with the operating model for the WIOA funded America's Jobs Center of California (aka AJCC or One Stop Career Centers) to expand offsite classroom locations, leverage and partner with the AJCC business services structures leading to job placement services and other career transition supports. (Examples: TechHire, Gateway to College, and San Diego Rescue Mission)