

## WASC ACTION PLAN – 2016

**Objective 1: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

**Rationale: All adult education programs within the South Bay Consortium need to be aligned and provide clearly sequential coursework in academic pathways across Consortium members creating a “no wrong door” system for students to achieve their academic and/or career goals.**

**SLOs Addressed: Students will establish personal, academic and/or workforce goals and demonstrate progress toward them.  
Students will solve problems.  
Students will communicate clearly and collaborate with others.  
Students will use resources, including technology, to research, organize and communicate information.**

ACTION STEPS	AEBG #	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR AND REPORT PROGRESS
1.1 Create educational Roadmaps/ Pathway maps and checklists for every program pathway between adult education and college programs; develop a Master Schedule that aligns sequential courses. 1.1.1 Map current curriculum and CTE pathways and how it fits together 1.1.2 Draft Roadmap and component parts, with plan for Roadmap website	3.1	SUHSD Counselors and TSAs, SWC, CUSD	3 year strategy  By 6/31/16  By 6/30/16	AEBG	Mapping completed and used to develop draft Roadmap  Roadmap document is complete and available to students. Materials ready for website
1.2 Crosswalk current assessment processes and scores, and share assessment interpretation to avoid creating barriers to students. 1.2.1 Review current assessments and identify areas of similarity and interpretations, and align where feasible 1.2.2 Make recommendations for assessment changes, including accommodations for students with disabilities	3.2	SUHSD Counselors and TSAs, SWC, CUSD	3 year strategy  11/1/15 - 6/31/16  12/1/15 - 6/31/16	AEBG	Document explaining assessment similarities and current alignment is on file in project office and members understand assessments and common interpretation  Recommended changes submitted to Advisory Committee

<p>1.3 Develop and initiate process to review and align curriculum across systems in Adult Basic Education (ABE), English as a Second Language (ESL) and Career Technical Education (CTE). 1.3.1 Based on map of current curriculum developed in 1.1.2, identify the student learning outcomes expected at the start and end of the ABE, CTE and ESL programs, and courses at the transfer points.</p>	<p>3.3  3.3.1</p>	<p>SUHSD Counselors and TSAs, SWC, CUSD</p>	<p>11/1/15 - 5/1/16</p>	<p>AEBG</p>	<p>List of current learning outcomes for each program area is completed and on file in program office.</p>
<p>1.4 Offer College Survival seminars and/or Personal Development classes at SWC, SUHSD and Coronado Unified.</p>	<p>3.4</p>	<p>SUHSD Counselors and TSAs, SWC, CUSD</p>	<p>By 6/1/2017</p>	<p>AEBG</p>	<p>Enrollment and transition data</p>

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**Objective 2: Address the gaps identified in evaluation of current levels and types of programs and current needs for adult education programs within the Consortium’s region.**

**Rationale: The evaluation process identified gaps in services, access, providers attainment and performance that need to be incrementally addressed.**

**SLOs Addressed: Students will establish personal, academic and/or workforce goals and demonstrate progress toward them.  
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ACTION STEPS	AEBG #	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR AND REPORT PROGRESS
<p>2.1 Maximize instructional capacity, including related support functions and services. 2.1.1 Add new course sections in ABE, ESL, and CTE adult education to meet additional community needs with further development of online resources. 2.1.2 Provide student support functions and services for new students enrolled.</p>	<p>4.1</p>	<p>SUHSD, SWC, Project Director  Principals and TSAs</p>	<p>3 years  11/1/15 - 6/30/16</p>	<p>AEBG</p>	<p>Enrollment counts per sections added.  Student service records, number served</p>

		Counselors	11/1/15 - 6/30/16		
<p>2.2 Develop a three year marketing plan.</p> <p>2.2.a Develop a user-friendly website and mobile application for students, Consortium members that provides a one-stop online resource.</p> <p>2.2.b Utilize social media for outreach and promotion to all users (including individuals with disabilities, caregivers, and support providers).</p> <p>2.2.c Provide all informational materials and sessions in Spanish and other languages.</p> <p>2.2.d Disseminate information about resources available and importance of disclosure of disabilities in education, with specific outreach to adults with disabilities and their families.</p>	4.2	Project Director and Marketing Consultant	3 year strategy	AEBG	<p>Outreach plan is completed and approved by Advisory Committee</p> <p>Increases in enrollment</p>
<b>2.3 Allocate student support services to adult learner students at SUHSD, Coronado, and SWC in alignment with district policies.</b>	4.4	Principals, Project Director	by 6/30/16	AEBG	<p>Increase in counselor hours</p> <p>Increase in numbers of adult learners accessing counseling</p>
2.4 Develop an orientation that educates students about needed preparation and program pathways, matriculation services (including assessment and follow-up activities), and student support services, with links to Member services (no wrong door).	4.5	Counselors, TSA's and Project Director	by 6/30/16	AEBG	<p>Number of presentations</p> <p>Student surveys</p>
<p>2.5 Provide assessments for Adult Education/noncredit students that includes Reading, Math, Computer Literacy, and career exploration and that identifies immediate and long-term needs for student services.</p> <p>2.5.1 Purchase assessments as needed to address recommendations</p> <p>2.5.2 Train faculty and staff as needed to administer and interpret assessments</p>	4.5	Project Director and Consortium members	1/1/16 - 6/30/16	AEBG, WIOA	Number of assessments completed

<p>2.6 Develop curriculum in ABE, ESL, and CTE specifically for adults with disabilities.</p> <p>2.6.1 Identify modifications and possible accommodations to existing curriculum</p> <p>2.6.2 Create priority list of new curriculum needed</p> <p>2.6.3 Initiate the curriculum development process</p>	4.6	TSA's and Project Director	2/1/06 - 6/30/16	AEBG, WIOA	<p>Priority curriculum list is complete and on file</p> <p>Progress reports from curriculum teams</p>
<p>2.7 Develop new CTE curriculum that aligns with current labor market needs, in areas such as renewable energy, construction, manufacturing and transportation</p> <p>2.7.1 Develop recommendations for new CTE programs, including curriculum outlines, lists of equipment, and costs to implement</p>	4.7	CTE Coordinators and Project Director	<p>3 year strategy</p> <p>11/1/15 - 6/30/16</p>	Perkins, AEBG	New plan submitted and approved by SH"USJ and SWC curriculum committees and administration
<p>2.8 Determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County; modify or develop adult education and noncredit courses as needed to teach these skills to South Bay Consortium adult education students.</p> <p>2.8.1 Coordinate pre-apprenticeship meetings with other regional adult education Consortia and regional apprenticeship programs</p> <p>2.8.2 Review skill requirements for each apprenticeship program and create an inventory of program requirements</p>	4.9	CTE Coordinators and Project Director	<p>3 year strategy</p> <p>11/1/15 - 6/31/16</p>	AEBG	Agreements to meet and minutes from regional meetings
<p>2.9 Create a noncredit/adult education course or course sequence designed to prepare adults of any age in the requirements of the Common Core State Standards, and how to tutor and support elementary and secondary school students learning those subjects.</p>	4.10	Project Coordinator and TSAs	3 year strategy	AEBG	Courses approved
<p>2.10 Explore liaison services for students with disabilities to support student transitions to sustainable employment.</p>	4.12	Project Coordinator and Program Manager from Student Special Services	6/1/17	AEBG	Data on students receiving services
<p>2.11 Provide financial aid information and assistance for students in adult education/noncredit.</p>	4.14	SUHSD Counselors and Wahupa/EOC counselors	6/31/16	AEBG	

## WASC ACTION PLAN – 2016

**Objective 3: Employ approaches proven to accelerate a student’s progress toward academic or career goals.**

**Rationale: Research has emerged identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways.**

**SLOs Addressed: Students will establish personal, academic and/or workforce goals and demonstrate progress toward them.**

**Students will solve problems.**

**Students will communicate clearly and collaborate with others.**

**Students will use resources, including technology, to research, organize and communicate information.**

ACTION STEPS	AEBG #	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR AND REPORT PROGRESS
3.1 Offer more distance learning and hybrid courses, with flexible course schedules and timeframes 3.1.1 Identify modifications to existing curriculum needed to offer distance learning and hybrid courses	5.1  5.1.1	SUHSD SWC	3 year strategy	AEBG	Increase in courses offered and enrollment
3.2 Investigate integrated/contextualized learning models. 3.2.1 Review existing contextualized learning models in practice 3.2.2 Develop curriculum and students services plan for contextualized learning models <b>3.2.3 Develop and implement Performance Tasks in all courses that demonstrate mastery of CCRS and content standards.</b> 3.2.4 Implement Academic Language Development strategies in all courses.	5.2	TSAs with Project Director and Advisory Committee	3 year strategy  11/1/15 - 6/30/17	AEBG	Advisory committee minutes  Curriculum plan complete and on file
3.3 Create cohorts and learning communities of students (such as Adult Education cohorts transitioning into SWC, Job Corps graduates, transitioning prisoners, WIOA students).	5.3	Project Director	3 year strategy	Data mechanism	Reports to Advisory Committee

3.4 Restructure ABE classes at Adult Education so that students are scheduled into homogeneous groups by skill level and course content. <b>3.4.1 Evaluate and modify the BCS course model as the transitional course from ESL to ABE</b>	5.5	Principals and Director	6/1/16	AEBG Master Schedules	Master Schedules  Revised curriculum approved
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## WASC ACTION PLAN – 2016

**Objective 4: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.**

**Rationale: A critical element to ensuring the effective implementation of the plan to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement.**

**SLOs Addressed: Students will establish personal, academic and/or workforce goals and demonstrate progress toward them.**

**Students will solve problems.**

**Students will communicate clearly and collaborate with others.**

**Students will use resources, including technology, to research, organize and communicate information.**

<b>ACTION STEPS</b>	<b>AEBG #</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES NEEDED</b>	<b>METHODS TO ASSESS, MONITOR AND REPORT PROGRESS</b>
4.1 Implement shared professional development seminars and workshops on topics in adult education; include regional meetings with external experts. 4.1.1 Survey instructors and faculty to identify top needs for collaborative professional development activities 4.1.2 Arrange, schedule and offer seminars and workshops as planned	6.1	SUHSD SWC	3 year strategy	AEBG	Results of needs assessment  Faculty and staff feedback after professional development activities
4.2 Conduct an annual Professional Development Conference for Consortium members and partners, covering all adult education program areas and the use of technology in adult education. 4.2.1 Plan collaborative Professional Development conference, including timelines and objectives 4.2.2 Arrange and schedule seminars and workshops for conference as planned	6.2	SUHSD SWC	Year 2 Plan	AEBG	Conference plan is approved and on file  Conference agenda is prepared, activities scheduled

4.3 Create professional learning communities of teachers and faculty members in like programs (for example, CTE or counseling), including online collaboration and webinars.	6.3	Teachers, TSAs	Ongoing	AEBG	PLC agendas, minutes and outcomes
4.4 Provide support to teachers new to working with adult learners.	6.4	TSAs	7/1/17	AEBG	Feedback survey

## WASC ACTION PLAN – 2016

**Objective 5: Leverage existing regional structures, including, but not limited to, with local workforce investment areas.**

**Rationale: The Consortium needs to leverage existing assets and structures and further develop partnerships that will benefit adult learners in the region.**

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**Students will solve problems.**

**Students will communicate clearly and collaborate with others.**

**Students will use resources, including technology, to research, organize and communicate information.**

ACTION STEPS	AEBG #	PERSON(S) RESPONSIBLE	TIMELINE	RESOURCES NEEDED	METHODS TO ASSESS, MONITOR AND REPORT PROGRESS
5.1 Identify available community-based supportive services for adult learners (such as childcare, transportation, and housing) and create a regional asset map for informed referral and to help remove barriers to accessing services. 5.1.1 Inventory community-based support services, including eligibility for services, requirements to participate and service schedules 5.1.2 Design regional asset map for supportive services	7.1	Project Director with consortia members and partner agencies	1/1/16 - 12/31/16	AEBG	Asset map design and additional development plans are completed
5.2 Coordinate with the One-Stop Center to offer workforce readiness classes on-site and disseminate information to WIA participants about adult education opportunities in South Bay.	7.2	Project Director	6/1/16	AEBG	Classes added to brochure
5.3 Coordinate with the regional library system to provide tutor training to adults so they are able to help elementary and secondary students succeed academically.	7.3	Project Director Chula Vista Library	3 year strategy	AEBG	Enrollment records
5.4 Collaborate with local university social work internship programs to provide social work services to help students access community-based resources.	7.4	Project Director	3 year strategy	AEBG	MOU's developed and on file