Section 1

      Governance Plan – complete *(See updated organizational chart)*

      Fiscal Management - complete

      Consortium Allocation Schedule – complete

Section 2 – Plan Summary for 2016-17

Executive Summary

The Education to Career Network of North San Diego County made significant strides in the first year of our plan implementation, having set goals and targets that have either been accomplished, or are continuing to be developed into Year Two. Some of the most noteworthy accomplishments from 2015-2016 include the hiring of a job developer and several career education advisors; completion of a business and industry research study to identify current and future job openings in our region as well as educational and technical requirements needed by students to obtain those positions; conducting a community forum to share the research study results, update our partners on our goals, and determine how they can best partner with us; contracting with a data research firm to further identify our targeted adult learners by geographic area and specific program/service needs; commencement of our curriculum alignment project; outreach to and commencement of services to adult learners in the small and remote areas of our region; and, the development and adoption of a new name, logo, and website in order to better identify our mission and provide awareness of our programs to our target audiences.

The Education to Career Network is dedicated to "doing things differently" in order to accelerate academic and career success for adult education students in our region. Together with our business and agency partners, our consortium is committed to aligning systems and serving existing students in more focused ways that will bring about more successful transitions of students to post-secondary education and the workplace.

Our 2016-2017-focused plan goal highlights include:

- Increased stakeholder/partner engagement to support student education and career success
- Enhanced leveraging of resources to expand levels and types of programs and support services offered to adult learners throughout the region
- Development of a common student data tool to gather, measure, and analyze student and/or program successes and outcomes
- Continued market research to ensure our programs and services are matched with student and business needs

- Continued alignment of curriculum and pathways to best meet our regional workforces needs and assist students to transition into postsecondary education or directly into the workforce
- Continued hiring of support staff in key positions to allow us to better serve our students and accelerate the development and implementation of programs and services throughout the region

We envision the work identified in Year Two to be very critical to the overall success of our Three Year Plan and anticipate, based on the work we accomplished in 2015-2016, together with our Network partners, we will meet and/or exceed our targeted goals.

Stakeholder Engagement – Narrative -

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Through its collaboration on a "super region" basis, San Diego County has been perfectly poised to respond to other regional collaboration initiatives. The ETCN has become part of a super-regional infrastructure that has contributed to interagency collaboration and seamless transitions for students. For example, because at a super-region level K-12 and community college adult education programs were already collaborating monthly, it was relatively painless to bring partners together to work on and finalize our county-wide WIOA MOU. K-12 and community college adult education programs already had the infrastructure in place to interact regularly with the local Workforce Investment Board (the San Diego Workforce Partnership) and the AJCC network. One of our members, Escondido Adult School, was recently awarded a contract for its nurse assistant program through the SDWP.

This same infrastructure provides the framework for regular collaboration with other county-wide service agencies, including the Employment Development Department, the Department of Corrections, Health and Human Services Agency, the Adult Literacy Council, Department of Rehabilitation, the County Libraries, etc.

Levels and Types of Services – *Please see chart in Annual Plan template.*

Successes:

The Education to Career Network has expanded our infrastructure in support of our plan. Several consortium-wide positions have been hired including a Job Developer, Curriculum Coordinator, Data Coordinator, and Technology Integration Specialist. In addition, a Support Counselor for students with disabilities is also planned. Our largest member agencies; Palomar College, Escondido Adult School, Poway Adult School and Vista Adult School are each hiring Transition Coordinators and Career Education Specialists, most of which are in place. This increased infrastructure has allowed our

consortium to expand programs and services within our region. Examples include our internship/job placement program and curriculum alignment program between all member districts.

As a result of our work, several programs were expanded this year. Many of our adult schools expanded services, programs and numbers of classes, especially in English-as-a-Second Language area. In addition, a construction technology program was implemented at Ramona Adult School. The program was met with a warm reception by the community which resulted in 12 enrollments and a 100% completion rate.

Challenges:

The Education to Career Network (ETCN) is pleased with the progress made over the last few years of working as a regional collaborative. Our partners are engaged and collegial and share a vision for how to advance adult education in the area.

Creating relationships with, understanding the needs of, and providing services to our rural communities is a challenge. The ETCN covers a 2255 square mile area, including ten K-12 school districts and Palomar College. Adult education services in the remote sites were almost non-existent prior to the grant. This year, we've pinpointed the needs for services in the remote areas and determined locations and times for classes. As a result, new classes will begin during 2016-17, which include ESL classes in Julian and HSD/HSE classes in Fallbrook and Borrego Springs.

State funding delays were a challenge as many districts were not in the position to "advance" funds to the adult education program which delayed the implementation start. Another challenge faced was the release of accountability measures and data collection tables as many data fields requested were not gathered at enrollment.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and/or overcome during the 2015-2016 Program year. Please also include descriptions of challenges in the needs of your region as appropriate.

Successes:

In order to gauge specific training and educational support services needed by adult learners to assist them in reaching their individual education goals, the Education to Career Network conducted a series of in-person focus groups with currently enrolled adult education students in a cross-section of classes at three of the member districts. Additionally, on-line and printed surveys were distributed to a cross-section of classes at

each of the adult education member campuses, of which more than 1,000 were returned. While some of the findings were unique based on the geographic location of the school and the type of class surveyed, there were many common themes that emerged across all classes and students surveyed. Those included: 1) Need for more convenient and economical transportation options, 2) Availability of affordable child care at locations where classes are held, 3) Tutoring services, 4) On-line learning options, 5) Increased availability of assistive software for students needing special accommodation, and 6) Assistance with job placement and internship opportunities. As a result, the Network expanded services and classes and has begun to implement strategies for addressing each of these identified needs.

Challenges:

The primary obstacles in providing the necessary training and support services continue to be the vast geographic service area as well as the rapidly expanding and extremely diverse student population. For example, transit providers and pricing differ greatly throughout the region. Additionally, many of the current adult education sites do not have facilities which can accommodate child care without extensive remodeling or additions. However, several of the adult school sites are either making the necessary changes to their facilities or entering into partnership agreements to offer these services. The Network is also considering a student ID card that would allow enrolled students in an adult education class to obtain student discounts on public transportation and other services. As the Network's partners continue to expand (including education, community, governmental, social service and non-profit agencies and organizations), so do the opportunities to create broader and deeper support tailored specifically to individual student needs.

Section 3: Consortium Expenditures by Program Area and Objective

See attachment B.

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates:

The Education to Career Network (ETCN) has contracted with a Curriculum Coordinator to continue the curriculum alignment work that was begun during the initial planning of the Consortium. Instructional staff who represent all member districts and multiple program areas are currently assessing existing alignment of curriculum; common entry and exit criteria of courses; common assessments as well as potential articulation.

CASAS is the primary assessment tool for our WIOA-funded members. Other assessments used include agency-produced assessments; the TABE; and other commercially-produced tests. One member will pilot ACT Work Keys as required by a new contract education grant through the San Diego Workforce Partnership. In addition

to these written assessments most member districts conduct orientations for their ESL, academic and some career technical classes. The consortium is considering the development of a common intake form and the use of a consortium-wide student identification number.

ETCN contracted with two vendors to conduct research studies. The first assesses labor market information correlated to necessary education levels. The second study, still in progress, will map and assess locations of services and specific student populations by zip code, so the consortium will have more precise information to address identified needs and gaps in services.

Please see table in Annual Plan template.

Student Data Tracking:

Student enrollment and demographics are tracked through various data systems, which include CASAS TopsPro, ASAP, Synergy, Lumens, Launchboard and PowerSchool. Performance is managed through TopsPro reporting tools and entry/ update forms. These forms are administered at the beginning and end of the school year to measure student goals and progress. Development of a custom consortium-wide performance outcome data system is in progress for streamlined data, which will allow for easy and comprehensive reporting. These systems will allow the consortium to monitor data on a regular basis and make adjustments and improvements where needed to ensure targets are met. The consortium also plans to explore the possibility of hiring a company that can provide a data match.

See table in Action Plan Template.

2015-16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:
- *(A) Improved literacy skills*
- *(B) Completion of high school diplomas or their recognized equivalents*
- *(C) Completion of postsecondary certificates, degrees, or training programs*
- *(D) Placement into jobs*
- *(E) Improved wages*

    In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response –

In order to achieve seamless and effective integration of services and smooth transitions across our region, our first work has been to build our infrastructure consisting of hiring counselors, career education advisors, transition coordinators and a job-developer. The curriculum workgroup has begun our curriculum alignment project that will work toward articulation, acceleration and dual enrollment opportunities. Also planned for the curriculum workgroup is the development of Basic Skills and CTE modules to implement region-wide to ensure career and college readiness. The career education advisors, transitions coordinators, and job developer will help students identify and progress on a career path that aligns to career or college in support of students' personal goals. In the future, we will be using CATEMA to assist in the articulation process.

Activities: See table in Action Plan Template.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Response –

One of the larger gaps identified in our consortium is a common method, process and / or tool to gather data to analyze how we collectively support adult student learning. As part of this work, we will establish a common data dictionary and metrics; identify the relevant, measurable student and/or program outcomes to be monitored and evaluated; review and select a tool or resources to manage our data; and compile the necessary reports for feedback and outcome monitoring.

Another gap area identified is to expand or realign our programs and services to students in alignment with current population and labor market needs. Expansion is planned in a variety of CTE areas as well as classes designed to help older adults reenter the workforce, support parents of school-aged children, and for adults with disabilities. We are also addressing the availability of services in our remote areas: Borrego Springs, Fallbrook, Julian, Ramona and Warner Springs. This will be accomplished through distance learning and face-to-face opportunities in the areas of Home Health, English Language, Adult Secondary Education, Workforce Reentry, Family Literacy and programs for adults with disabilities.

Activities: See table in Action Plan Template.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

The ETCN employs many strategies to assist students in accelerating toward academic and/or career goals. To decrease barriers that our students face, we are offering laptops available to check out; investing in career exploration/aptitude software to assist students in choosing the right career; and purchasing classroom software that will accelerate learning both at school and at home.

The ETCN has hired a Technology Integration Specialist to assist teachers in more effectively using technology to enhance classroom instruction and to help create more online course options for students, especially in remote areas. Many of our member districts are working on acceleration strategies that involve integrated instruction and targeted academic tutoring, especially in CTE classes. For example, Vista is planning a new VESL Patient Care Aide program. Further, our curriculum alignment project among schools will ensure that students do not have to retake courses when they transition within our region.

This year, our Career Education Advisors will create and implement an Individual Education Plan that will assist students setting and reaching their educational and career goals. Finally, we have hired a regional Job Developer that is working with our business industries creating partnerships that would lead to internships and employment.

Activities: See table in Action Plan Template. I think we need to add activities (could move from other area) here related to implementation of individual education plans and use of career exploration software.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

During the 2015-16 program year, we geared up to begin our curriculum alignment project. Initially, we planned to begin curriculum alignment with only the English-as-a-Second Language classes. However, once we engaged in the work, we decided to also bring together the following subject areas: math, English, Automotive Technology, Nursing, Business, Medical Coding, Information and Communications Technology, and Computer-Aided Drafting. To date, the project has resulted in the alignment of 25 courses to be used across multiple school sites. As this work continues, we expect more courses to be aligned providing opportunities for dual enrollment and articulation.

During the 2016-17 school year, we plan to develop the basic skills and career readiness modules identified in our initial plan. As the next step in our curriculum alignment project, we will bring together job-alike groups of instructors to engage in Professional Learning Communities, examine student data and outcomes, and, when possible, develop common course assessments.

We are also planning targeting shared professional development opportunities in the areas of technology integration, accommodations for students with disabilities, and data collection in the 2016-17 school year.

Activities: See table in Action Plan Template.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaboration with, local Workforce Investment Boards, industry employer groups, chambers of commerce, county libraries.

As our list of partners indicates, ETCN members are committed to regional collaboration to align and strengthen the network of services provided to adult education students.

ETCN members serve on numerous local committees, service organizations and boards, including the boards and education and economic development committees of our local chambers of commerce.

In June, we held our third community forum with partner agencies; at this forum, we presented the research findings from the study we conducted with local businesses, and we solicited specific partnerships to help students gain career readiness skills, internships and employment.

On a county-wide basis, we continue to meet monthly with representatives from other consortia from both San Diego and Imperial Counties to share information and best practices. In addition, this year, we began meeting with other workforce development providers in the region to develop a multi-agency MOU (for WIOA); this planning will continue regularly as we work specifically on leveraging and sharing resources.

We plan to solicit targeted partnerships to address some of the specific gaps and needs identified, including transportation, childcare, accessibility of technology and internet in small and remote areas, and expanded facilities.

Activities: See table in Action Plan Template. This action plan needs lots of work! Our activities need to better address the prompt.