



Data and Transitions Project:

Identifying Effective Data and Student Support Practices to Facilitate Student Transition

Phase I: Discovery

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A special thank you to the 49 individuals who took the time to participate in interviews for this project. Your commitment and support of adult learners in the South Bay is inspirational and this project would not be possible without you.

Disclaimer

This report was prepared by the Office of Institutional Research and Planning at Southwestern College to support the priorities outlined in South Bay Adult Education Consortium / Southwestern's three-year plan for the California Adult Education Program. This report provides recommendations for the Consortium to support data efforts and student transition. However, Southwestern College's Office of Institutional Research and Planning is not responsible for any decisions made using this data and encourages dialogue around the qualitative and quantitative findings provided in this assessment. For information or questions regarding the content of these findings, please contact Jessica Noel, Senior Research and Planning Analyst at Southwestern College at jnoel@swccd.edu.

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About the South Bay Adult Education Consortium / Southwestern

Vision

The South Bay Adult Education Consortium/Southwestern (“the Consortium”) is a collaborative of South Bay educational districts (Coronado Unified School District, Southwestern Community College District, and Sweetwater Union High School District Division of Adult Education) committed to an ongoing effort to strengthen and enhance adult learner access, persistence and success. The Consortium members offer well-aligned educational programs that provide the region’s adults with equitable access to educational services that will prepare them for citizenship, for completion of a high school diploma or equivalent, to gain skills for high demand jobs, and to transition to postsecondary institutions and/or the workforce. Adult education includes programs designed specifically for residents with disabilities, in strong collaboration with public and private partners.

Mission

Coronado Unified School District, Southwestern College, and Sweetwater Union High School District Division of Adult Education build on the strengths and resources that each member of the Consortium brings to the partnership to create an integrated system of high quality educational programs and services tailored to the needs of the adult residents of the region. A range of adult education services help students to acquire the skills needed to participate fully in the community and succeed in educational programs, and to become ready for a career with a sustainable, living wage. Adult learners in the South Bay receive integrated support. The Consortium members collaborate with other organizations to provide a continuum of services in the community and ensure that there is “no wrong door” for adult learners to enter the education pipeline.

About the Data and Transitions Project

Background

In spring 2019 faculty workgroups developed recommendations and activities to direct the Consortium’s three-year plan and the 2019-20 annual plan. Two particular challenges that faculty workgroups identified were:

1. Data is currently insufficient to track the flow of students throughout the Consortium; and
2. Student support services don’t intentionally support all students in realizing their college and career goals.

On August 12, 2019 the governing body of the consortium, the CDC, approved a pilot project to address these challenges. This report outlines the findings of Phase I and recommendations for next steps.

Project Goals

Phase	Project Goal
Phase I: Discovery	Outline the current student journey , including entry and exit points and the definition of what is considered a “successful transition”
	Understand existing tracking mechanisms that measure student outcomes, including transition from one member agency to another
	Conduct a baseline assessment of student transitions between Sweetwater Adult Schools, Coronado Adult School, and credit and non-credit Southwestern College programs
	Identify 2 to 4 potential models of student transition that can be piloted by the consortium
Phase II: Design	Identify and design at least one student transition model that can be piloted across the Consortium and develop an evaluation plan for the pilot initiative
Phase III: Implementation	Pilot at least one student transition model across the consortium, including ongoing monitoring of adherence to evaluation protocols
Phase IV: Evaluation	Evaluate the effectiveness of the adopted model and develop recommendations for improvement

Commonly Used Acronyms in the Report

The acronyms below are used frequently in this report. Many of them are also commonly used among adult education providers.

ABE: Adult Basic Education

ASE: Adult Secondary Education

CAEP: California Adult Education Program

Coronado: Coronado Unified School District or Coronado Adult School

CTE: Career Technical Education

EFL: Educational Functioning Level

ESL: English as a Second Language

HSD: High School Diploma

HSE: High School Equivalency

IET: Integrated Education and Training

Southwestern: Southwestern Community College District

Sweetwater: Sweetwater Union High School District Division of Adult Education

the Consortium: South Bay Adult Education Consortium / Southwestern

Methodology

Document Analysis

Documentation from the Consortium regarding operating practices, planning, goals, and infrastructure were reviewed to identify current processes. This documentation included, but was not limited to, meeting minutes, workgroup report outs, white papers, website reviews, and any other internal documentation provided by the California Adult Education Program (“CAEP”) Project Director. Statewide guidance, education code, and data and accountability workshop resources were reviewed as well. See Appendix A for a list of documents that were reviewed.

Best Practice Research

Promising practices from consortia across the state were identified through best practices research, including:

1. A review of comparison consortia’s documented strategies and goals (“comparison consortia analysis”) regarding seamless transitions, which are located in each consortium’s three-year plan and / or budget;
2. A review of promising practices related to student transition on the CAEP website; and
3. Attendance at regional meetings and conversations with vendors and other consortia research staff.

For the comparison consortia analysis, 18 similar consortia were identified using the following process.¹
2

1. A complete list of the 71 consortia across the state was developed.
2. **Funding criteria:** From the original list of 71, the consortia that fell within the same quartile of 2019-20 funding as the South Bay Adult Education Consortium / Southwestern were identified. This created a base list of 17 consortia.
3. **Membership criteria:** The proportion of funds allocated to the community college partner in 2019-20 were calculated for the 17 consortia. As a result, four consortia were excluded because they were considered too different from the South Bay Adult Education Consortium / Southwestern.³

¹ Information was collected through NOVA; <https://nova.cccco.edu/login?returnUrl=%2F>

² See Appendix B for a full list of comparison consortia.

³ Note: One consortium did not have a community college district that received funding. One consortium had two community college districts and the total volume of funding for the community college districts was large (nearly \$2 million) in comparison to Southwestern’s. Another consortium had a large volume of partners and a total volume of funding for their community college district that was large (approximately \$1.6 million) in comparison to Southwestern’s. One consortium’s overall budget

4. **Regional proximity criteria:** Three consortia within the San Diego / Imperial region that were not already on the list were added.⁴
5. **Special case criteria:** Two special cases were added based on the following:
 - a. One consortium was located in a neighboring area and the proportion of the funding allocated to the community college district partner was similar to Southwestern's.
 - b. One consortium had a similar volume of funding to Southwestern and had three allocated partners, which is similar to the South Bay Adult Education Consortium / Southwestern makeup.

Baseline Data Analysis

An analysis of currently available student data was done to establish a baseline measure of student transition. Unfortunately, at the time of this assessment the Consortium did not have a current data sharing agreement. Therefore, only the results of number 1 below are included in this report. The baseline measure should be updated using the methodology under number 2 below once a data sharing agreement is reinstated.

1. Analysis of Southwestern College's Non-credit Application Data: Southwestern College's Department of Continuing Education and Workforce Development stores their non-credit application data in an access database, which is separate from the college's student information system (Colleague). Records from this database for the 2018-19 academic year, which includes summer 2018, fall 2018, and spring 2019, were analyzed to determine the number and percentage of non-credit applicants that indicated previous attendance at Chula Vista Adult School, Coronado Adult School, Montgomery Adult School, National City Adult School, or San Ysidro Adult School.
2. Transition Measured through Student Record Matching: A data match between adult school student records and Southwestern College enrollment records (credit and non-credit) should be done to identify the number and percentage of adult school students that have prior, concurrent, and subsequent enrollment records at Southwestern College. In order to perform the data match, student records from Sweetwater Adult School and Coronado Adult School participants will need to be provided to Southwestern College, specifically first name, last name, date of birth, and gender. Other key indicators include student program area, student demographics, student education level, and student goal/s. If possible, a request to the National Student Clearinghouse should be made to evaluate the full scope of transition to post-secondary institutions.

was extremely large (over \$131 million) and the volume of funding for their community college district was very large (approximately \$7.9 million) in comparison to Southwestern's.

⁴ Note: The Coastal North County Adult Education Consortium was not included because the community college district partner, MiraCosta Community College District, is the only member of the consortium that receives CAEP funds. Therefore, it was considered to be too different from the Southbay Adult Education Consortium / Southwestern.

Key Stakeholder Interviews

One-on-one interviews were conducted with key stakeholders to support the development of student journey maps, understand what is considered a “successful transition,” identify existing tracking mechanisms, and gather recommendations for interagency collaboration. Interviews occurred face to face and were recorded when permission was authorized. Recordings were transcribed and analyzed to identify common themes. A total of 49 interviewees were conducted with representatives from the following groups:

- Adult School Principals, Assistant Principals & Directors
- Adult School Counselors
- CAEP Coordinators
- CAEP Project Director
- Classroom Teachers
- College Administrators
- College Counselors (Non-credit)
- Dean of Counseling (Southwestern)
- College Faculty
- Data / IT Staff
- Dean of Institutional Research and Planning (Southwestern)
- Office Staff
- Outreach Staff
- Resource Teachers
- TRIO/EOC Counselors

See Appendix C to view the semi-structured interview guide that was used in this process.

Phase I Findings

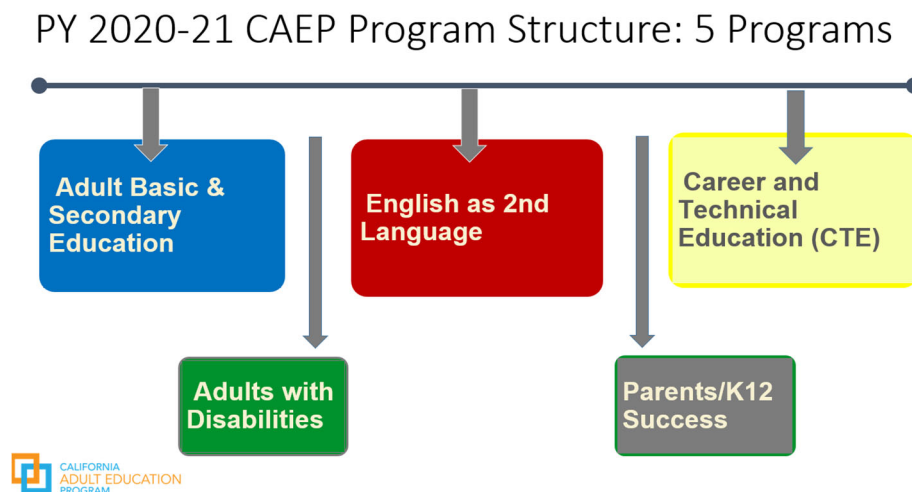
Document Analysis

Theme #1: There is a substantial amount of statewide CAEP documentation, training, and guidance on program area definitions and data and accountability requirements.

Program Areas

CAEP program areas have been reorganized over time from the seven program areas outlined in the legislation to the current five program area structure that combines short-term career technical education (CTE), workforce preparation, and pre-apprenticeship into one larger CTE program area. CAEP identifies three primary program areas: Adult Basic and Secondary Education (ABE / ASE), English as a Second Language (ESL), and CTE. The Adults with Disabilities and Parents / K12 Success program areas are not identified as “primary programs.”⁵

Chart 1.⁶
CAEP Program Areas (2020-21)



Questions about the definition of workforce preparation arose during an accountability training for the 2019-20 program year. In October 2019, the CAEP Office clarified the definition of workforce

⁵ Zachary, C. and Romero, J., 2020. Data And Accountability For 2020-21 And More.

⁶ Ibid.

preparation, through an official memo.⁷ The memo defined workforce preparation, which has been commonly referred to as workforce (re)entry, as follows:

- Definition (34 CFR 463.34): Include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:
 - (A) Utilizing resources;
 - (B) Using information;
 - (C) Working with others;
 - (D) Understanding systems;
 - (E) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
 - (F) Other employability skills that increase an individual’s preparation for the workforce.

CAEP Outcomes

CAEP guidance and accountability documentation categorizes outcome measures slightly differently depending on the source. However, CAEP does have established definitions for adult education students and related outcome metrics.

CAEP defines adults served by the consortium, which was adopted from the Workforce Innovation and Opportunity Act (WIOA) definition of “reportable individual,” as “K-12 adult education or community college noncredit students who have one or more hours of instructional contact hours in any of the ... program areas and / or received support services.”⁸ Participants are defined as students that receive 12 or more hours of instruction in CAEP program areas.⁹ Reports and public dashboards disaggregate three groups of adult education students: service only students, students with 1 to 11 instructional contact hours, and participants with 12 or more instructional contact hours.¹⁰ Outcome measures are only tracked for participants.¹¹

The following table outlines definitions from the Measuring Our Success report, which serves as the original guidance for CAEP reporting elements and definitions.¹² A comparison to the most recently shared CAEP outcomes is provided as well.

⁷ CAEP Office, 2019. Workforce Preparation Definition.

⁸ Torlakson, T. and Oakley, E., 2017. Measuring Our Success: Data And Accountability Systems And Common Assessment In The California Adult Education Block Grant Program. Sacramento.

⁹ Ibid.

¹⁰ Zachary, C. and Romero, J., 2020. Data And Accountability For 2020-21 And More.

¹¹ Torlakson, T. and Oakley, E., 2017. Measuring Our Success: Data And Accountability Systems And Common Assessment In The California Adult Education Block Grant Program. Sacramento.

¹² Ibid.

Table 1.
CAEP Outcome Measures¹³

Measuring Our Success Reporting Elements and Definitions¹⁴	Most Current Outcome Categories Shared by CAEP Office¹⁵
<p>Improved Literacy and Basic Skills</p> <ul style="list-style-type: none"> ● Attainment of measurable skills gains, in alignment with the WIOA definition, for all CAEP basic skills programs, which includes ABE, ASE, ESL, and EL Civics in K-12 adult education and community college noncredit programs ● Measures include National Reporting System approved instruments to demonstrate attainment of educational functioning levels, attainment of a functional level tied to completion of a course or a Career Development and College Preparation (CDCP) certificate using a crosswalk of the National Reporting Service EFL's and the community college CB21 course rubric for levels below transfer, the CASAS Civics Objectives and Additional Assessment Plans (COAAPs) for EL Civics, and program area advancement (example: participants who transition from ABE to ASE or transition from ABE/ASE/ESL to a CTE program)¹⁶ 	<p>The most current documentation re-categorizes the following outcomes:</p> <ul style="list-style-type: none"> ● Program area advancement (example: ABE to ASE or ABE / ASE / ESL to CTE) is separated from Improved Literacy and is now considered a transition ● Occupational Skills Gain is moved from Completion of Postsecondary to Literacy Gains <p>The 2020-21 data and accountability presentation outlines CAEP outcomes (under K-12/COE Reporting for PY20-21) as:</p> <ul style="list-style-type: none"> ● Literacy Gains: pre/post level completion, carnegie units / high school credits, CDCP certificate, occupational skills gain, workforce preparation ● HSE/HS Diploma: high school diploma, passed GED, passed HiSET, passed TASC ● Postsecondary: college degree - AA, AS, BA, BS, graduate studies, training credential, occupational licensure / certificate, apprenticeship ● Enter Employment: get a job, retain a job, enter military ● Increase Wages: increase wages, get a better job ● Transition: transition to ASE, transition to postsecondary / CTE, transition to postsecondary / college <p>The presentation also outlines CAEP Student</p>
<p>Completion of High School Diplomas or Recognized Equivalents</p>	
<p>Completion of Postsecondary Certificate, Degrees, or Training Programs</p> <ul style="list-style-type: none"> ● For CTE programs, completion of a credential aligned to an occupation that is not a workforce preparation or occupational safety certificate (ex. OSHA) ● Completion of a for-credit college award, 	

¹³ Note: Some of the language provided in this table is a direct copy from the original materials. This is only intended to ensure clarity of terms. All credit goes to the original authors of sourced materials.

¹⁴ Torlakson, T. and Oakley, E., 2017. Measuring Our Success: Data And Accountability Systems And Common Assessment In The California Adult Education Block Grant Program. Sacramento.

¹⁵ Zachary, C. and Romero, J., 2020. Data And Accountability For 2020-21 And More.

¹⁶ Note: While the report references transition from ESL to ABE under the Improved Literacy and Basic Skills outcome (page 19), other documentation provides conflicting information. Email communication with the CAEP Office confirms that transition from ESL to ABE is not a meaningful transition under CAEP.

<p>certificate, degree, or transfer that is not developmental</p> <ul style="list-style-type: none"> ● Achievement of an Occupational Skills Gain, which is aligned with two WIOA measurable skills gain categories: 1) satisfactory or better progress towards established milestones, such as completion of on-the-job training or one year of apprenticeship, or 2) successful passage of an exam required for a particular occupation or progress in obtaining occupational skills, evidenced by trade-related benchmarks such as a knowledge based exam 	<p>Metric Buckets (under CAEP MIS Reporting for Colleges) as:</p> <ul style="list-style-type: none"> ● Participation: adult served, participants, programs ● Progress: EFL attainment, workforce preparation, occupational skills gains ● Transition: ABE/ESL to ASE, transition to post-secondary ● Completion: diploma/HSE, postsecondary credentials ● Employment: employment, wage gains, living wage
<p>Placement into Jobs</p> <ul style="list-style-type: none"> ● Employment two and four quarters after exit, which is aligned with with WIOA 	
<p>Improved Wages</p> <ul style="list-style-type: none"> ● Participant wage gain four quarters after exit, median wage two quarters after exit, and attainment of a living wage, which is aligned with WIOA and the Strong Workforce Program 	
<p>Transition to Postsecondary</p> <ul style="list-style-type: none"> ● Transition from ABE, ASE or ESL K-12 adult or college noncredit program into a CTE program at a K-12 adult school, community college noncredit or for credit college ● Transition from any ABE, ASE, or ESL K-12 adult or college noncredit program into a for-credit college program that is not developmental 	

CAEP reporting elements and definitions are intentionally aligned with WIOA performance indicators and measurable skills gains. The Department of Labor outlines WIOA’s six primary indicators of performance.¹⁷

¹⁷ Employment and Training Administration. n.d. WIOA Performance Indicators And Measures. [online] Available at: <<https://www.dol.gov/agencies/eta/performance/performance-indicators>>.

Table 2.
WIOA Performance Indicators and Measures^{18 19}

WIOA Performance Indicator	WIOA Performance Indicator Measure Details
Employment Rate: 2nd Quarter after Exit	<ul style="list-style-type: none"> ● Percentage of participants who are in unsubsidized employment during the second quarter after exit
Employment Rate: 4th Quarter After Exit	<ul style="list-style-type: none"> ● Percentage of participants who are in unsubsidized employment during the fourth quarter after exit
Median Earnings: 2nd Quarter After Exit	<ul style="list-style-type: none"> ● Median earnings of participants who are in unsubsidized employment during the second quarter after exit
Credential Attainment	<ul style="list-style-type: none"> ● Percentage of participants that are enrolled in an education or training program who attain a recognized postsecondary credential or secondary school diploma, or its recognized equivalent, during participation in or within one year after exit ● <i>Note:</i> participants that attained a secondary school diploma or its equivalent are included <i>only if</i> the participant is employed or enrolled in education or training leading to a recognized postsecondary credential within one year after exit from the program
Measurable Skill Gains	<p>The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains, defined as one of the following:</p> <ul style="list-style-type: none"> ● Achievement of at least one educational functioning level for a participant who is receiving instruction below postsecondary ● Attainment of a secondary school diploma or its recognized equivalent ● Secondary or postsecondary transcription for a sufficient number of credit hours towards the state’s academic standards ● Satisfactory or better progress toward established training milestones ● Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams
Effectiveness in Serving Employers	<ul style="list-style-type: none"> ● Three approaches are currently being piloted, including retention with the same employer, repeat business customers, and employer penetration rate

¹⁸ Ibid.

¹⁹ Note: Some of the language provided in this table is a direct copy from the original materials. This is intentional and only intended to ensure clarity of terms. All credit goes to the original authors of sourced materials.

The following slide from the 2020-21 CAEP data and accountability workshop calls out the alignment between WIOA and CAEP.²⁰

Chart 2.²¹
CAEP Alignment with WIOA

WIOA Alignment to AB 104

The WIOA Performance Indicators, along with the 5 types of MSG, comprise the framework for the six AB 104 outcomes:

Indicators:

1. Employment
2. Wages

MSGs:

1. Literacy gain
2. Secondary
3. Post-Secondary
4. Training Milestone
5. Skills Progression



AB 104 Outcomes:

1. Improved literacy skills
2. Completion of high school diplomas or their recognized equivalents
3. Completion of postsecondary
4. Placement into jobs
5. Improved wages
6. *Post Secondary Transition*



Data and accountability workshops have also categorized CAEP outcomes into a student journey and a completion by design framework.²² Under this framework, CAEP metrics are aligned to the student journey. From that journey outline, five CAEP metric buckets are presented: participation, progress, transition, completion, and employment. As detailed in Table 1, the varying categorizations of outcome metrics don't seamlessly align with one another. See the charts below for more details.

²⁰ Zachary, C. and Romero, J., 2020. Data And Accountability For 2020-21 And More.

²¹ Ibid.

²² Beam, M., Beltramo, K., King, A., Singh, R. and Tillery, R., 2020. CAEP Noncredit Data And Accountability Workshop.

Chart 3.²³

CAEP Metrics as a Student Journey

The AE Metrics as a Student Journey

Completion by Design Momentum Framework	Connection	Entry	Progress		Completion	
	Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
AEBG Objectives	Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
AEBG Indicator Framework	Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
AEBG Metrics	Reportable Individual: 1+ hour or svsl	Participant: 12+ contact hours	Interim Progress Meas's 1. EFL Level Attainment 2. CB21 Level Progress 3. Occup. Skills Gain 4. Workforce Prep MS	ABE/ESL to ASE Transition to Postsecondary	HS Diploma or Equivalent Postsecondary Credential	Employment Wage Increase College Credit Award
Activities	<ol style="list-style-type: none"> Expand/improve outreach & marketing to target populations Improve/redesign student intake processes Deeper engagement w students regarding goals and longer term educational opportunity Improve initial student data collection 		<ol style="list-style-type: none"> Increase number of ABE/ASE/ESL courses based on community need/demand Reallocate offerings geographically based on regional demographic shifts Increase course articulation agreements or dual/co-enrollment between K12 & CC Increase offerings & enrollment in IET & pathway programs Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures 		<ol style="list-style-type: none"> Increase offering of postsecondary CTE credential programs Improve alignment of CTE credential programs with labor mkt demand Increase offerings & enrollment in IET & pathway programs Improve information about pathways and career opportunities at intake Increase articulation & dual/co-enrollment between K12 AE/CC Improve collection of emp/wage data Increase student participation in WBL activities connect to pathways 	

Chart 4.²⁴

CAEP Student Metric Buckets

Adult Education Program Student Metric Buckets



Accountability and Reporting

The CAEP Office is required to produce an annual report to the legislature on CAEP performance.²⁵ Due to the complexity of integrating various adult education systems into one, two main reporting systems exist: 1) TOPSpro Enterprise for K-12 and WIOA II-funded institutions, including community colleges, and

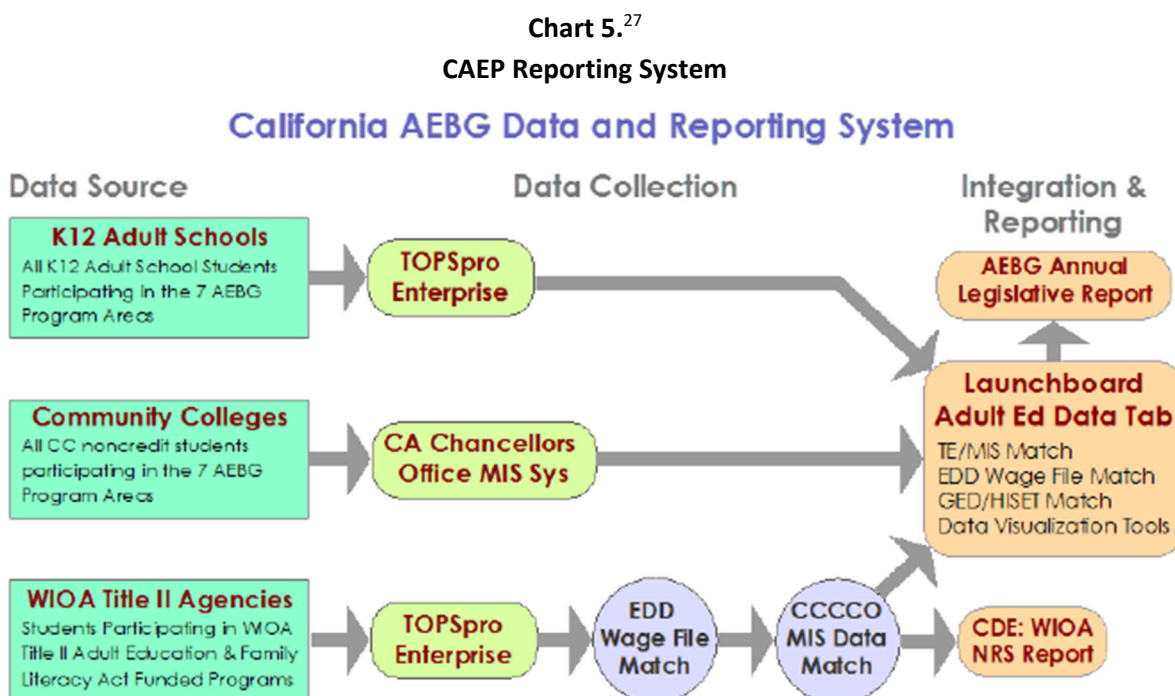
²³ Ibid.

²⁴ Ibid.

²⁵ California Adult Education Program, 2019. Program Guidance: California Adult Education Program. Funding Source: AB104, Section 39, Article 9.

2) the Chancellor’s Office Management Information System for community colleges. Accurate reporting from each member agency is critical to demonstrating success in CAEP outcome metrics and guidance is clear that “failure to comply with any requirements or deliverable deadlines will be cause for withholding Adult Education Program apportionment payments until requirements are met and performance is considered satisfactory.”²⁶

See the graphic below for an overview of the CAEP data and reporting system. Note that more recent guidance has changed the name of the program, formerly AEBG, to CAEP and consolidated the seven program areas to five program areas.



In addition to statewide reports to the legislature, CAEP outcomes are shared publicly through the Adult Education Program dashboard in Launchboard.²⁸ The AEP Scorecard allows users to disaggregate outcomes to the consortium and member level. It also provides drill down options and more detailed data visualizations to encourage data-driven decision-making for practitioners.

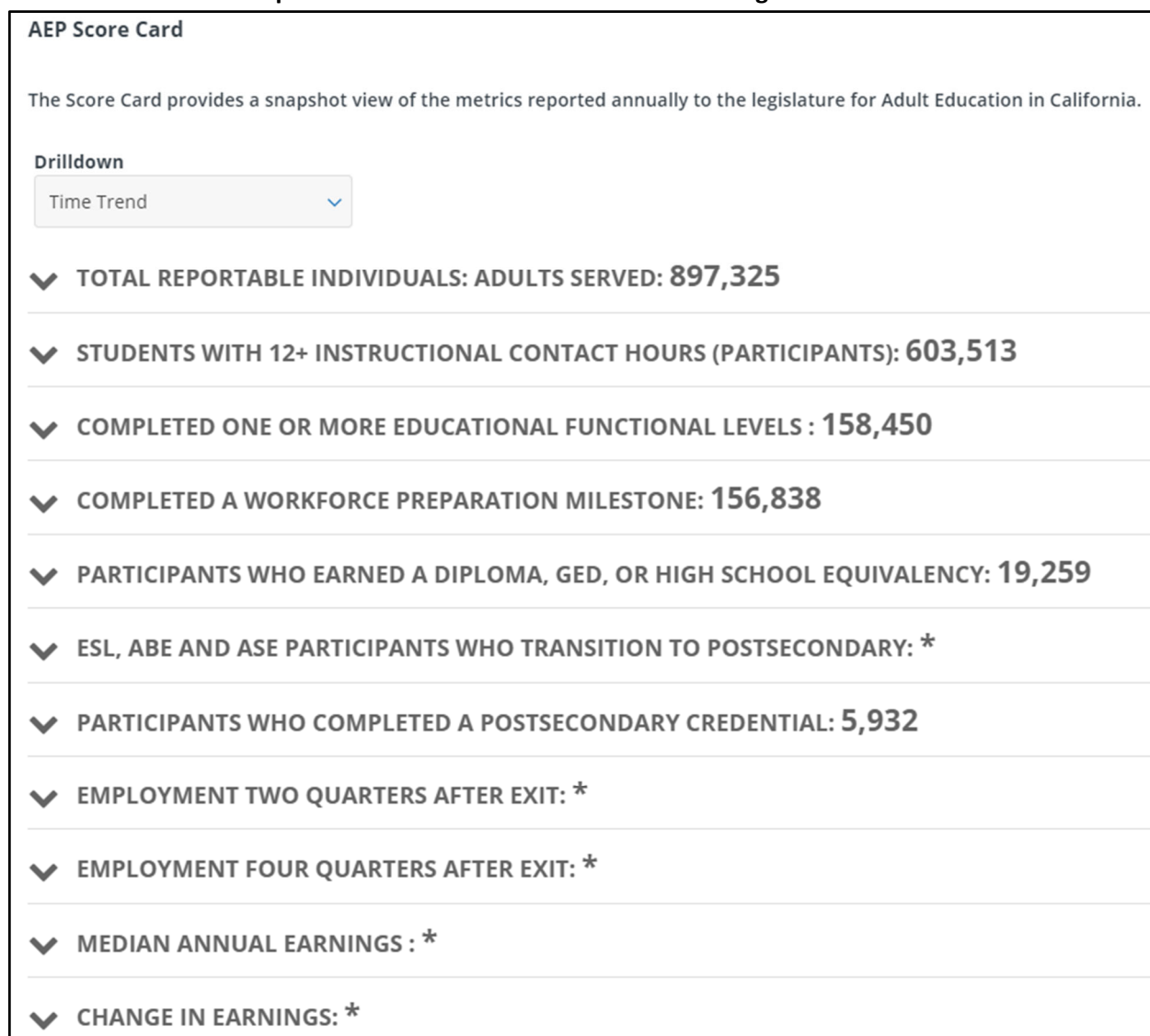
²⁶ Adult Education Program Office, 2019. Fiscal Year 2019-20 Program And Accountability Requirements For Student Outcome Data Collection And Submission.

²⁷ Torlakson, T. and Oakley, E., 2017. Measuring Our Success: Data And Accountability Systems And Common Assessment In The California Adult Education Block Grant Program. Sacramento.

²⁸ Calpassplus.org. n.d. Cal-PASS Plus - Adult-Education-Pipeline. [online] Available at: <<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>> [Accessed 26 August 2020].

Chart 6.²⁹

Snapshot of the California Adult Education Program Scorecard



Statewide guidance, memos, and training presentations have acknowledged the challenges adult education providers face with regard to reporting. However, they have provided specific guidance to institutions on overcoming these challenges. The table below outlines key reporting challenges and recommended solutions specifically for community colleges.³⁰ See Appendix D for additional information around reporting challenges.

²⁹ Ibid.

³⁰ Zachary, C. and Romero, J., 2020. Data And Accountability For 2020-21 And More.

Table 3.³¹
Reporting Challenges and State Recommendations

Reporting Challenge	Institution Type	Recommendations
Confusion around adult education data reporting through MIS	Community College	<p>According to documentation, “There is no separate reporting process for collecting CAEP noncredit student data through MIS. Virtually all the student data pulled from MIS is based on the student’s enrollment record and uses existing course codes and other data elements to help identify student characteristics, enrollment, completion and other outcomes. Practitioners have expressed confusion regarding this process. Here are some important things to understand about the college MIS submission process:</p> <ul style="list-style-type: none"> ● All community colleges upload their MIS records approximately 30 days after the end of the term. Because colleges have different term dates, the actual submissions may vary. ● Every college has its own timeline for when they pull their data from their local system and prepare it for submission to the Chancellor’s Office. You should communicate with your research or IT office to find out if your college has internal deadlines for updating data for submission ● Because of the variation in submissions by institutions, we strongly recommend that practitioners review and update their data at the end of every term to ensure that data uploads for your institution are complete. <p>Practitioners should review and validate their data in MIS just as they would for any other student and should work with their research office or IT department for the best way to review that data. Practitioners should be working closely with their research or IT departments on any questions about data entry, data validation, or the process for data cleanup for submission to the Chancellor’s Office. These should be existing, well established processes at your college.”³²</p>
Educational functioning level reporting	Community College	<p>The three ways that launchboard AEP scorecard captures EFL gains are:</p> <ul style="list-style-type: none"> ● CB21 Course Progression: Student progression from a CB21 coded math, English, or ESL course into the next

³¹ Ibid.

³² Adult Education Program Office, 2019. Fiscal Year 2019-20 Program And Accountability Requirements For Student Outcome Data Collection And Submission.

		<p>higher level course in the same discipline³³</p> <ul style="list-style-type: none"> ● SA07 MIS Data Element: Allows college to enter the student EFL level based on pre and post testing using an NRS approved testing instrument ● TOPSpro Enterprise: AE Pipeline uses EFL data from TE for WIOA Title II colleges using CASAS to report EFL data to CDE <p>CB21 course codes are critical to ensuring accurate tracking of non-credit ESL, ABE, and ASE students that do not conduct pre and post testing using an NRS approved testing instrument. CAEP guidance recommends, “colleges should review the CB21 coding of their basic skills and ESL courses to ensure that data captured using this methodology is accurate.”³⁴</p>
Reporting student barriers to employment	Community College	<p>Barriers to employment are aligned with WIOA and certain flags have to be updated once a year, while others are based on ever being reported. Flags that need to be updated once a year are:</p> <ul style="list-style-type: none"> ● Displaced homemaker (SV05) ● Homeless (SG16) ● Long Term Unemployed (SG17) ● Migrant Farmworker (SV09) ● Seasonal Farmworker (SG19) ● Exhausting TANF within 2 Years (SC18) ● Single Parent (SV04) <p>CAEP guidance “strongly recommend[s] that practitioners review and update their data at the end of every term to ensure that data uploads for [their] institution are complete.”³⁵</p>
Special admit education students (SB 554)	Community College	<p>Legislation (SB554) was recently passed that allows dual enrollment and special admit status for adult education students who are co-enrolled in adult education HSD / HSE and college credit programs. Two MIS changes are associated with this bill are:³⁶</p> <ul style="list-style-type: none"> ● SB11- Student Basic Data Elements: Creates a new data flag in SB11 for “Adult Education Special Admit Student” (SB11-21000) ● SB15 - Student Enrollment Status: Keeps the student

³³ Note: Current titles on the AEP Scorecard reference only basic skills and ESL noncredit participants with an exit test, but the data dictionary and further email communication with CAEP leadership confirms that “EFL includes students pre and post testing in CASAS from TE, students entered with a post test into SA07 in MIS, and CB21 course progression.” It is not restricted to students with an exit test.

³⁴ Adult Education Program Office, 2019. Fiscal Year 2019-20 Program And Accountability Requirements For Student Outcome Data Collection And Submission.

³⁵ Ibid.

³⁶ Zachary, C. and Romero, J., 2020. Data And Accountability For 2020-21 And More.

		from being identified as a first time student or continuing student to preserve future participation in college promise program (SB15-YYYY)
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Theme #2: The Consortium has conducted collaborative planning activities that uncovered key challenges and set measurable targets regarding student transition in their three-year plan.

Consortium Summit

In April 2018, the Consortium convened stakeholders from each institution to engage in strategic planning. The following representatives attended the Consortium Summit (Summit). It is notable that only faculty attended the Summit from Southwestern College.

**Table 4.³⁷
Consortium Summit Attendance**

Category	Coronado	Southwestern	Sweetwater
Administrator			3
Credit Faculty		21*	
ABE			6
ASE			4
Classified (Clerical)			1
Counseling			3
Coordinator / Resource Teacher	1		4
CTE			9
ESL			18
Non-credit Faculty		1	
Total	1	22	48

*One credit faculty is both credit and non-credit ESL faculty

³⁷ Consortium Summit Attendance Records. April 2018. Information provided by the Consortium Project Director.

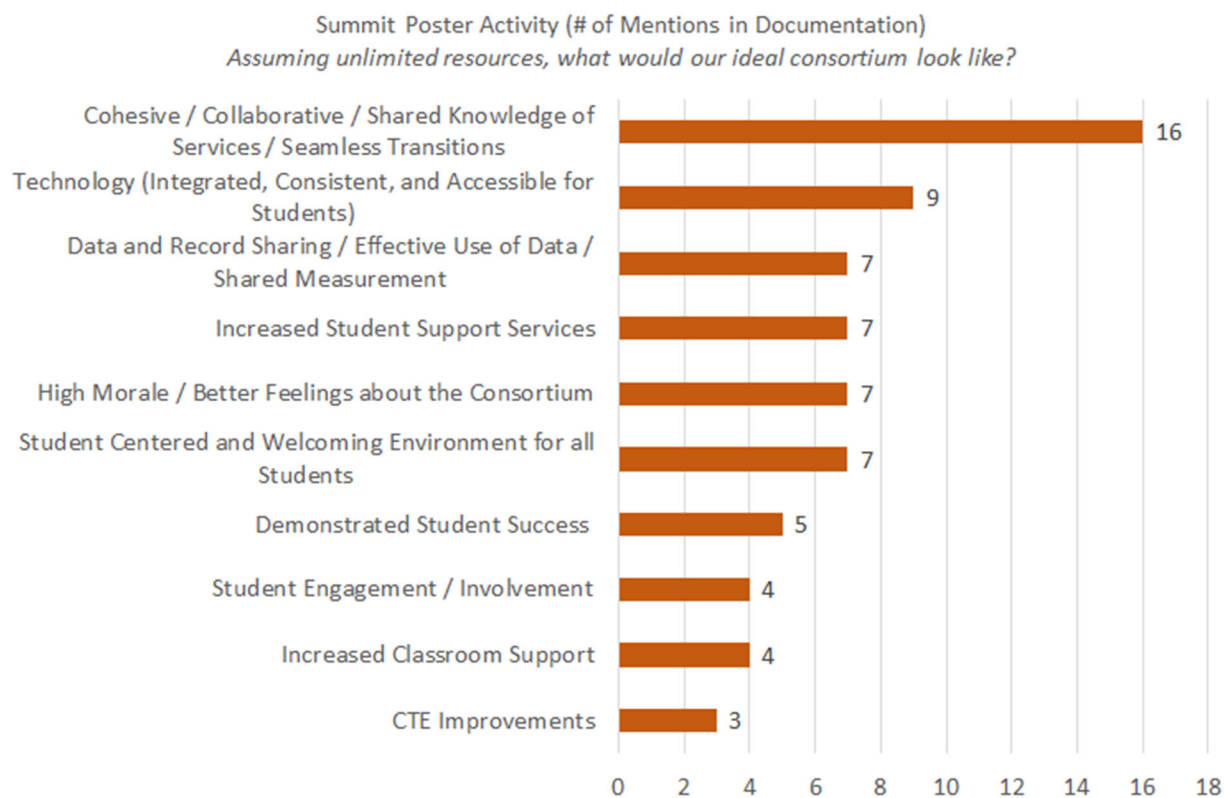
During a Summit activity, participants were asked to respond to the question: Assuming unlimited resources, what would our ideal consortium look like? The top responses centered on desires for a cohesive and collaborative consortium with shared knowledge of services and seamless transitions. Comments around this theme included:³⁸

- "Streamlined"
- "Cohesive process, group"
- "We would know all the services each other provides, ex. Counseling, programs, etc..."
- "more collaboration, referral reciprocity"
- "Working effectively – seamless transitions, academic/college prep..."
- "Know by name/subject matter who does the same job at other site, curricula and how they mesh – make connections for student's direct students to specific person"
- "Collaborative counseling center"
- "Working effectively – bi-directional referrals, faculty similar qualifications"
- "All doors will lead the students forward because we will have a plan, resources, shared knowledge and many mentors"
- "Classes transition more smoothly"
- "Constant communication"

³⁸ Consortium Summit Notes. April 2018. Information provided by the Consortium Project Director.

Chart 7³⁹

Results of the Summit Poster Activity



Another Summit activity asked participants to “List one challenge you think Coronado, Southwestern and Sweetwater will have to overcome in order to be successful as a consortium.” The top responses were around transitions, pathways, and not duplicating services. Comments related to this theme included:⁴⁰

- "Working together to create pathways for students"
- "How can we align our programs for seamless transitions.."
- "The idea of repetition of services between the two programs"
- "Not having duplication of services, so students don't have to take the same classes again"
- "The combining of programs, teachers, etc... and a smooth transition of students."
- "Will our programs overlap?"
- "blending courses and staff"
- "alignment of classes"
- "not to duplicate classes"
- "CTE course alignment"
- "Fill in gaps and streamline the process for our students"

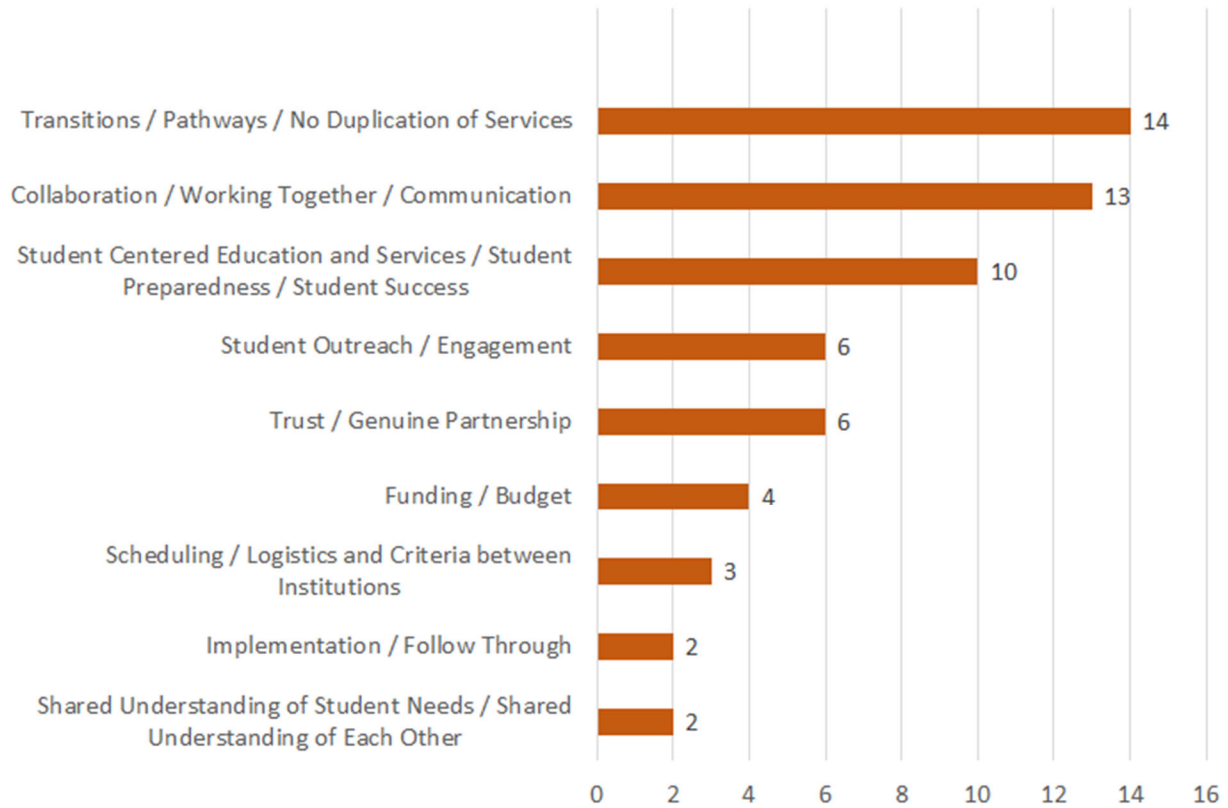
³⁹ Ibid.

⁴⁰ Ibid.

Chart 8 ⁴¹

Results of the Summit Challenges Activity

Challenges Activity (# of Mentions in Documentation)
List one 'challenge' you think Coronado, Southwestern and Sweetwater will have to overcome to be successful as a consortium.



Three-Year Plan Goals: Seamless Transitions

The Consortium has identified several goals related to seamless transitions. However, the necessary baseline data does not exist to accurately measure successful goal attainment.⁴² The table below provides guiding questions to help the Consortium establish baseline data metrics to evaluate the success of their three year plan goals.

⁴¹ Ibid.

⁴² Robinson, C., 2019. Consortium Three Year Plan 2019-22: South Bay Adult Education Consortium / Southwestern.

Table 5. ⁴³

Three Year Plan Seamless Transition Goals with
Guiding Questions to Establish Baseline Data

Goal from Three Year Plan	Guiding Questions to Establish Baseline Data
<p>By May 2022, identify, align, map, and (at least) annually update the pathways for CE students in order to increase student completion of certificates, programs, and/or transfer rates between the districts.</p>	<p>Transition (referred to in the goal as transfer):</p> <ul style="list-style-type: none"> ● How many Sweetwater and Coronado ABE / ASE / ESL students have subsequently enrolled in a <i>credit career education</i> course at Southwestern College? What about a <i>non-credit career education</i> course at Southwestern? ● How many non-credit Southwestern ESL⁴⁴ students have subsequently enrolled in a <i>credit career education</i> course at Southwestern College? ● How many non-credit Southwestern ESL students have subsequently enrolled in a <i>career education</i> course at Sweetwater or Coronado? <p>Completion:</p> <ul style="list-style-type: none"> ● How many Sweetwater and Coronado ABE / ASE / ESL adult education students have subsequently completed a <i>credit career education</i> certificate or degree at Southwestern? What about a <i>non-credit career education</i> certificate? ● How many non-credit Southwestern ESL students have subsequently completed a <i>credit career education</i> certificate or degree at Southwestern? ● How many non-credit Southwestern ESL students have subsequently completed a <i>career education</i> program at Sweetwater or Coronado? <p>The timelines for achieving these outcomes should align with current CAEP outcome metric definitions.</p>
<p>By May 2022, the districts will see an increase in students enrolling and completing higher levels of CE certification within and across the</p>	<p>Enrollment:</p> <ul style="list-style-type: none"> ● How many Sweetwater students are enrolled in career education programs at their institution? ● How many Coronado students are enrolled in career education programs at their institution? ● How many Southwestern students are enrolled in non-credit career education programs at their institution? <p>Completion:</p> <ul style="list-style-type: none"> ● How many non-credit Southwestern or adult school students have

⁴³ Ibid.

⁴⁴ Note: This question, as well as similar questions throughout the table, specifically call out non-credit ESL at Southwestern College because 1) Southwestern does not offer ABE or ASE, and 2) transition from non-credit CTE to credit CTE or CTE at the adult schools is not considered a meaningful transition under CAEP.

<p>districts through the full implementation of a shared data system.</p>	<p>earned a career education degree or certificate at their institution?</p> <ul style="list-style-type: none"> ● How many non-credit Southwestern ESL or adult school ABE / ASE / ESL students have subsequently earned a career education degree or certificate at another member institution? Disaggregate this outcome by institution and program of origin. <p>The timelines for achieving these outcomes should align with current CAEP outcome metric definitions.</p>
<p>By May 2022, the districts will see an increase in students who complete their CE certificate and are immediately hired in their field of study because of the timely adoption of current industry trends to the curriculum.</p>	<p>Employment in Field of Study:</p> <ul style="list-style-type: none"> ● How many students that began their adult education journey at Sweetwater, Coronado, or non-credit at Southwestern report being employed in a job that either closely or very closely aligns with their field of study on the CTEOS survey? <p>Other tracking mechanisms and measures should be explored to assess attainment of this goal. When possible, timelines for achieving this outcome should align with current CAEP outcome metric definitions.</p>
<p>By May 2022, districts will see an increase in the number of students enrolling and successfully completing CE programs because a career exploration tool identified student interests, skills, and abilities prior to enrolling in a program.</p>	<p>Enrollment:</p> <ul style="list-style-type: none"> ● How many Sweetwater students are enrolled in career education programs at their institution? ● How many Coronado students are enrolled in career education programs at their institution? ● How many Southwestern students are enrolled in non-credit career education programs at their institution? <p>Completion:</p> <ul style="list-style-type: none"> ● How many non-credit Southwestern or adult school students have earned a career education degree or certificate at their institution? ● How many non-credit Southwestern ESL or adult school ABE / ASE / ESL students have subsequently earned a career education degree or certificate at another member institution? Disaggregate this outcome by institution and program of origin. <p>The timelines for achieving these outcomes should align with current CAEP outcome metric definitions.</p>

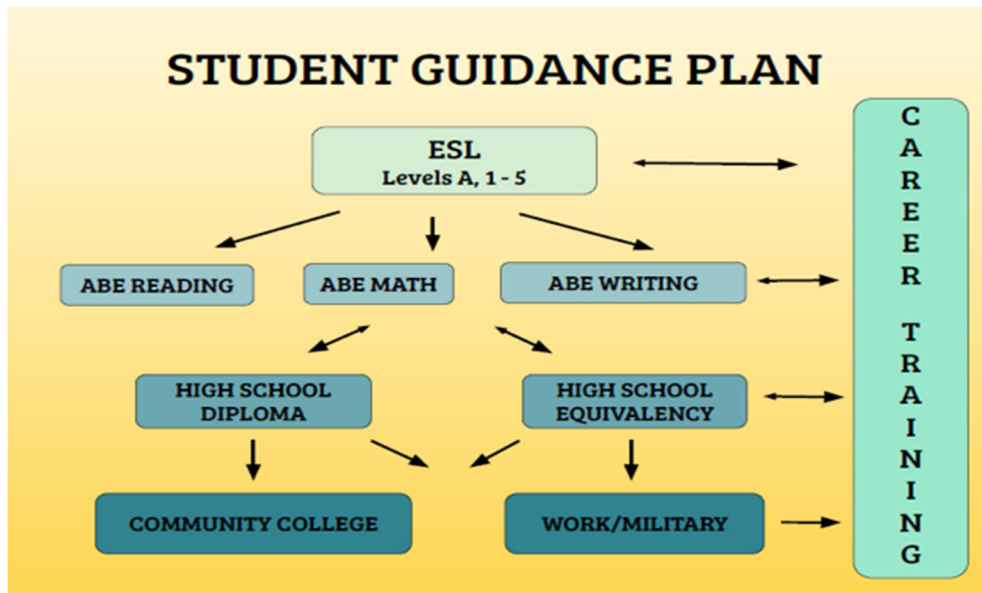
Theme #3: The Consortium does not provide clear guidance around pathways and the CAEP student journey.

Pathways Between and Within Institutions

Documentation suggests that Sweetwater has faced challenges transitioning from the “legacy adult education system” to the current model.⁴⁵ Among other challenges, Sweetwater has grappled with the fact not all of their students have CAEP aligned goals.⁴⁶ This includes retired seniors, hobbyists, and veterans in the CTE program. A recommendation put forth by Dr. Ryan Burke, Director of the Adult Education Division at Sweetwater, is the “development of clear pathways and a student-driven goal system that are public and accessible to all students.”⁴⁷

At the time of this report the Consortium does not have documented pathways between institutions. Additionally, Southwestern College does not have documented pathways between non-credit and credit. While there is an outlined internal pathway at Sweetwater, referred to as a “student guidance plan” during orientation,⁴⁸ some of the transitions are not aligned with CAEP outcome measures. Specifically, CAEP does not consider transition from ESL to ABE a meaningful transition.⁴⁹

**Chart 9.⁵⁰
Student Guidance Slide from Sweetwater Student Orientation**



⁴⁵ Burke, R., 2018. Transitioning To The New Mission: Challenges And Recommendations. Sweetwater Adult Education.

⁴⁶ Ibid.

⁴⁷ Ibid.

⁴⁸ 2019. Welcome To Orientation: Sweetwater Adult Education Division.

⁴⁹ Note: Email communication from the CAEP Office confirms that transition from ESL to ABE is not a meaningful transition under CAEP.

⁵⁰ 2019. Welcome To Orientation: Sweetwater Adult Education Division.

Prior to the 2020-21 school year, Sweetwater offered five levels of ESL. In November of 2019 Sweetwater conducted a survey of their ESL students to identify more streamlined ESL pathways, including academic, employment, and community. The majority of ESL students were surveyed and the survey took place after completing their EL Civics assessment. Results showed that 39.2% of students reported interest in the academic pathway, 20.5% reported the employment pathway, and 34.7% reported the community pathway (n=567).⁵¹ Beginning in the 2020-21 school year, three ESL pathways were rolled out to students: academic, employment, and community.

Documentation suggests that advancement within pathways at Sweetwater is largely dependent on teacher recommendation and is facilitated by teachers and office staff.⁵² Neither Sweetwater nor Southwestern College use course progress indicators. However, Sweetwater conducts CASAS testing and Southwestern College is considering implementing progress indicators in non-credit during the 2020-21 school year. Because ESL classes are multi-level at Coronado, no clear pathway to advancement exists within the institution.

Theme #4: Consortium members engage varying funding sources, data systems, and support services to serve adult education students.

Funding

While all three member agencies receive CAEP funds, Sweetwater is the only member of the Consortium that receives WIOA Title II Adult Education and Family Literacy Act Program funds. It is notable that the receipt of these funds creates additional guidelines for Sweetwater.

Data and Information Systems

Each member agency uses a different student information system. Key differences in data systems are outlined below.

⁵¹ 2019. ESL Student Survey. Sweetwater Adult Education.

⁵² 2019. Emails and referral documentation provided by the Consortium Project Director.

Table 6.
Comparison of Data and Information Systems by Member Agency

Process / System	Coronado	Southwestern	Sweetwater
Application Process	Online registration process through ASAP Fee-based (“hobby”) classes are listed through the same portal	CCCApply application Note: Previously, the School of Continuing Education (non-credit) used a separate paper application	Online registration (“OLR”) through Infinite Campus
Student Information System	ASAP	Colleague Note: Non-credit has historically stored their application data in a separate Access database	Infinite Campus
CAEP Reporting	TOPSpro Enterprise	MIS	TOPSpro Enterprise
Testing / Placement	CASAS (ESL)	Credit: Multiple Measures and Guided Self-placement Non-credit: None	CASAS (ESL, ABE, ASE)
Education Planning	Nothing standardized	A standard education plan has been developed, but currently credit and non-credit use different education plan templates ⁵³ that are uploaded once a paper copy is complete Counseling data system: SARS	Nothing standardized for the division, but Montgomery Adult School has a form that students fill out during an orientation that asks about goals after completing their HSD / HSE

⁵³ 2019. Non-credit education plan provided by Continuing Education Counseling Department.

Orientation Services

At Sweetwater, only students who are interested in ESL or earning a high school diploma or the equivalent attend an orientation for placement. CTE students are registered into classes by the front office staff without attending an orientation.⁵⁴

Some of Sweetwater's CTE courses are articulated with Southwestern College. However, because students are registered into a CTE class by the front office staff without attending an orientation, they are not provided with information about articulation prior to choosing their classes. See below for the CTE Pathways slide that is shared with students that attend an orientation.

Chart 10.⁵⁵

Career Technical Education Pathways Slide from Sweetwater Student Orientation



The slide features a yellow background with the title "Career Technical Education Pathways" in large blue font. In the top right corner, there is a circular diagram with four quadrants: "DISCOVER" (top-left, blue), "PREPARE YOURSELF" (top-right, purple), "DETERMINE" (bottom-left, green), and "PLAN" (bottom-right, red). The center of the diagram contains the text "CAREER PATHWAYS".

Career Technical Education Pathways

Earn Southwestern College credit:

- **Welding - NCA**
- **Unmanned Aircraft Systems NCA**
- **Nutritional Services/Cafeteria Assistant- CVA**
- **Security Officer - NCA**
- **Building Maintenance and Repair- CVA**
- **Roofer/Waterproofer Apprenticeship Program- CVA**
- **Administrative Professional- MOA**
- **Computer Applications and Typing Tests - All Sites**
- **Drone Operator - NCA**
- **Culinary Arts- NCA, MOA, CVA**
- **Certified Nurse Assistant - SYA**
- **Medical Assistant - CVA, SYA**
- **Floral Design - SYA**

An industry specific CTE orientation is being developed for the 2020-21 school year, but it would occur after students have enrolled in a class. For example, a student would go through an orientation specific to culinary arts after they had enrolled in a culinary class.⁵⁶

⁵⁴ 2019. Student journey maps developed by front office staff in the Sweetwater Adult Division and provided by the Consortium Project Director.

⁵⁵ 2019. Welcome To Orientation: Sweetwater Adult Education Division.

⁵⁶ South Bay Adult Education Consortium / Southwestern, 2020. Advisory Committee Meeting. Chula Vista.

Counseling and Transition Services

Documentation suggests that not all adult education students in the consortium see a counselor.⁵⁷ Coronado does not have an adult education counselor on staff and Southwestern does not have documentation to suggest that all students see a counselor. This was further confirmed in stakeholder interviews. At Sweetwater, adult school counselors primarily serve students that are interested in their HSD or HSE. Students enrolled in CTE or ESL are enrolled in classes by the front office staff without seeing a counselor, but students who take placement tests for ABE / ASE see an adult school counselor to enroll in ABE, high school subjects, or HSE classes.⁵⁸

There are other “counselors” on site at adult schools in Sweetwater, but they are not paid or supervised by Sweetwater staff. These counselors are referred to as “TRIO” or “EOC” counselors depending on the school site. These counselors are from Wahupa Educational Services, which is a local nonprofit that receives funding from the U.S. Department of Education through a federal TRIO grant. According to their website, the Educational Opportunity Centers (EOC) provide “counseling & information to adults who want to enter, re-enter, or continue a program of postsecondary education, or earn a high school diploma or GED.”⁵⁹ At Sweetwater, HSD or HSE students that express an interest in college or postsecondary education are referred to these counselors.⁶⁰

In 2019-20, the Consortium piloted the *NC-90: Retraining Readiness* course, which was intended as a transition support class. The course is described as “designed to assist the adult learner who has been away from school to prepare for the demands and expectations of vocational training. Topics include learning styles, time management, managing multiple roles and responsibilities, study and test preparation skills, goal setting, and community resources and services.”⁶¹ In this model, a non-credit Southwestern College counselor provides an orientation at Sweetwater adult school sites and asks students to come back for the NC-90 course. According to attendance records, 102 unique students enrolled in the NC-90 course in Fall 2018 and Fall 2019, but only 15.7% (16 students) of those students accumulated attendance hours.^{62 63}

⁵⁷ 2019. Student journey maps developed by front office staff in the Sweetwater Adult Division and provided by the Consortium Project Director.

⁵⁸ Ibid.

⁵⁹ Wahupa Educational Services. n.d. Educational Opportunity Centers — Wahupa Educational Services. [online] Available at: <<https://www.wahupa.org/educational-opportunity-centers-eoc>> [Accessed 3 September 2020].

⁶⁰ 2019. Emails and documentation provided by Consortium Project Director.

⁶¹ Southwestern College Catalog. n.d. NC 90 Retraining Readiness. [online] Available at: <<http://catalog.swccd.edu/search/?search=nc-90>> [Accessed 3 September 2020].

⁶² Note: One student had two enrollment records in NC-90. One record accrued attendance hours and one did not. The record that did not accrue attendance hours was removed from the analysis.

⁶³ Southwestern College Student Information System. Business Objects Query. Accessed 9/3/20.

Best Practice Research

Comparison Consortia Analysis

A review of documented strategies and goals regarding seamless transitions was conducted for 18 comparison consortia by reviewing each consortium's most recent three year plan and 2019-20 budget in NOVA. The comparison consortia were selected based on their similarities in funding, membership composition, and regional proximity to the South Bay Adult Education Consortium / Southwestern. A summary of findings is provided in the tables below.

Of the 18 comparison consortia, 14 had reference to either 1) a dedicated transition role or 2) counseling that supported transition in some way.

Table 7.⁶⁴
Comparison Consortia Analysis: Transition-related Roles

Consortium	Roles Related to Transition (Number of Positions)
Greater Opportunity Through Adult Learning (GOAL)	Transition Specialist (1)
Chabot-Las Positas/Mid-Alameda County Consortium (MACC)	Transition Specialist (Unknown)
Contra Costa Adult Education Consortium	Transition Specialist (7)
South Bay Adult Education Consortium (El Camino)	Transitions Manager (1) Workforce Development Manager (1)
Foothill De Anza / NSCCC (Adult Education: North Santa Clara County)	Transition Counselor (Currently 1, but plan to expand to 2 - one per college)
San Diego East Region Adult Education	Transition Specialist (5)
Kern Adult Education Consortium	Counselor/s: One member has a high school counselor that "spends 10% of her time supporting the adult school"; Kern CCD budget calls out an Adult Education / DSPS Counselor Salary Co-located Educational Adviser and Student Ambassadors for Adult Education

⁶⁴ Information was collected through NOVA; <https://nova.cccco.edu/login?returnUrl=%2F>. See methodology for details.

Mt. San Antonio Regional Consortium for Adult Education	Counselor: Office hours at the adult school sites (Mt. SAC Continuing Education) Additional: Mention of plan to dedicate part of a counselor's time to K12 adult schools
Education to Career Network of North San Diego County (Palomar/Vista) (ETCN)	Support / Disability Counselor (1) Job Developer (1)
Rio Hondo Region Adult Education Consortium	Consortium plans to investigate hiring a transition specialist and their plan references providing a Rio Hondo College counselor to member agencies
Inland Adult Education Consortium	Counselor / Transition Specialist (Unknown)
Delta Sierra Adult Education Alliance (DSAEA)	Transition Specialist (Unknown) Regional Transition Manager (1)
Accel San Mateo County	Transition Coordinator (1)
Sequoias Adult Education Consortium (SAEC)	Adult Education Counselor (1, but not specifically related to transition) ESL Counselor (1, located at the college)

Of the consortia that specifically identified a dedicated transition role, six of the nine referenced using a technology platform for support. Five of the six used Community Pro.

Table 8.⁶⁵
Comparison Consortia Analysis: Technology Platforms

Consortium	Roles Related to Transition (Number of Positions)	Technology
Accel San Mateo County	Transition Coordinator (1)	Community Pro
Chabot-Las Positas/Mid-Alameda County Consortium (MACC)	Transition Specialist (Unknown)	Community Pro
Contra Costa Adult Education Consortium	Transition Specialist (7)	Community Pro
Delta Sierra Adult Education Alliance (DSAEA)	Transition Specialist (Unknown) Regional Transition Manager (1)	Community Pro
Foothill De Anza / NSCCC (Adult Education: North Santa Clara County)	Transition Counselor (Currently 1, but plan to expand to 2 - one per college)	-

⁶⁵ Ibid.

Greater Opportunity Through Adult Learning (GOAL)	Transition Specialist (1)	Community Pro
Inland Adult Education Consortium	Counselor / Transition Specialist (Unknown)	-
San Diego East Region Adult Education	Transition Specialist (5)	Nuro Retention
South Bay Adult Education Consortium (El Camino)	Transitions Manager (1) Workforce Development Manager (1)	-

In addition to dedicated staff to support transition and use of technology platforms, there were several common themes that arose in planning documents related to transition. These themes and related practices are provided in the table below.

Table 9.⁶⁶
Comparison Consortia Analysis: Themes and Practices

Theme	Related Practices
Career Services, Exploration, and Planning	<ul style="list-style-type: none"> ● One consortium staffs a business engagement coordinator and conducts business engagement activities, including industry tours, career fairs, and weekly work readiness workshops co-facilitated with industry partners ● Another consortium referenced a college articulation specialist that provides industry specific program information, sessions, and tours that are open to adult school participants ● One consortium set a goal to develop comprehensive intake practices that includes career guidance and exploration that occurs prior to students choosing their courses and is integrated with educational planning ● Multiple consortia referenced partnerships with their local America's Job Center / CareerOneStop ● Other referenced activities include career readiness workshops, work-based learning and certification opportunities, and career fairs at the adult schools
Common Procedures and Practices	<ul style="list-style-type: none"> ● Multiple consortia identified the development of common practices between each member of their consortium as a goal (intake practices, information sharing, goal-setting forms and activities, and transition practices used by all counselors) ● One consortium plans to create a checklist that outlines specific

⁶⁶ Ibid.

	<p>procedures to be completed by each transition counselor and student, including explicit procedures for a "warm handoff"</p> <ul style="list-style-type: none"> ● Another consortium referenced their transition specialist using a common support approach, which includes integrative advising, incorporating developmental, intrusive and prescriptive models ● Another consortium discussed creating a pilot strategy that will develop an intake form and processes that facilitate effective referrals, a comprehensive orientation process, and common career guidance and exploration before education planning
<p>Data, Research, and Technology Practices</p>	<ul style="list-style-type: none"> ● One consortium discussed implementing data sharing agreements between member agencies and the workforce development board, which provided agency level access to the CalJOBS system ● Five consortia referenced using Community Pro to support transitions and one consortium discussed using Nuro Retention's early alert system ● One consortium plans to pilot the adoption of Canvas at their adult education centers to ease the learning curve students face when transitioning to college ● Three consortia have some kind of data work group
<p>Integrated Education and Training (IET)</p>	<ul style="list-style-type: none"> ● Multiple consortia discussed their success with or plans to expand IET offerings ● One consortium discussed their plans to expand non-credit contextualized support in math and english for CTE courses to help adult students transition to high-demand occupations ● Another consortium discussed expanding IET programs at member institutions and referenced that many faculty and staff have participated in the I-BEST program and IET professional development offered by CALPRO ● Another consortium referenced piloting ESL IET courses for health-related employment opportunities
<p>Leveraging College Initiatives and Cohort Models</p>	<ul style="list-style-type: none"> ● One consortium plans to pilot a project where they will track a cohort of Downey Adult School ESL students that transition to college level courses through the California College Promise at Cerritos College ● One consortium has a Data Work Group that plans to identify a cohort of students for 2019-20, track their outcomes, and hire a part-time research analyst to manage the in-house data dashboard, dig deeply into the data, and complete projects for their Leadership Board and Work Groups ● One consortium measured the number of students accepted into the Cuyamaca College Promise program and referenced their partnership with the district's Guided Pathways teams ● Another consortium discussed considering the creation of a cohort of students who can transition together ● Another consortium discussed prototyping strategies related to pathway navigation with a focus on guided pathways by creating a

	<p>"Pathway Navigation" team to develop comprehensive intake forms and practices, an orientation process, and career guidance exploration that occurs prior to students choosing their courses</p>
<p>Non-credit and Bridge Courses to Support Transition</p>	<ul style="list-style-type: none"> ● Multiple consortia referenced utilizing non-credit or bridge courses to support adult education students in their transition ● One consortium discussed their plans to expand non-credit contextualized support in math and english for CTE courses to help adult students transition to high-demand occupations, as well as a transition course for adults with disabilities ● One consortium discussed that the college and adult schools worked together to create classes, which are supported by a full-time transitions manager, workforce development manager, and co-taught by an adult school ESL instructor one day a week, to help students transition ● Another consortium discussed transition and bridge classes that orient students to a campus and help them learn test taking strategies and improve time management
<p>Transition Specialist Role Descriptions</p>	<ul style="list-style-type: none"> ● One consortium's website noted that "at each MACC school, Transition Specialists work with students to help them set their personal goals and to create a plan to reach those goals, including referring students to local supportive service agencies for personal assistance that will make it possible for students to attend and complete their educational plans." ● One consortium described the role as providing and supporting tailored individual support, goal setting, transition plan development, warm hand-offs between agencies, orientations and intake processes, and bridge programs ● Another consortium noted that their transition specialists provide services at consortium sites, including intake and onboarding, student-owned transition maps, make community referrals, host open office hours twice a week, and coordinate co-enrollment processes
<p>Other Ideas and Practices that Support Transition</p>	<ul style="list-style-type: none"> ● Work groups or teams that support transition strategy development and implementation (examples: Steering Group / Work Team, Student Support Work Group, Transition Teams) ● Specific events to support transition (examples: 3rd Annual Path to Palomar, Adult Education Transition Day) ● Community college counselor(s) visiting sites weekly or hosting office hours ● Tours of the community college ● Application and program workshops ● Formalizing an official process of transition for every student, resulting in a documented plan (example: Transition Plan) ● Adult school college fairs ● College recruitment presentations by community college faculty ● Cohort specific orientations where cohorts are based on point of entry,

	<p>needs, interest, etc.</p> <ul style="list-style-type: none"> ● Unbundled support services to better meet the needs of sub-populations ● One-on-one and group tutoring ● Partnership with local treatment centers to transition individuals into adult school diploma programs ● Monthly student support group meetings, including representation from counselors and consortium staff to share best practices and build relationships ● Adding transition as a standing agenda topic at monthly consortium meetings
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Practices with Promise

The practices below have been found to support adult education students and providers in achieving seamless transitions, alignment of programs, and successful data and accountability practices. These practices, among others, are highlighted on the CAEP website.⁶⁷

Table 10.^{68 69}
Practices with Promise: Seamless Transitions

Consortia	Target Population	Program Area(s)	Practice
Southern Alameda County Consortium (Ohlone CCD)	English Language Learners	English as a Second Language & Citizenship	5-week ESL bridge course taught at adult school by college instructor

⁶⁷CAEP Practices with Promise Showcase. 2020. CAEP Practices With Promise For Successful Outcomes. [online] Available at: <http://caepracticeswithpromise.com/showcase_successes.asp>.

⁶⁸ Ibid.

⁶⁹ Note: Some of the language provided in this table is a direct copy from the original materials. This is intentional and only intended to ensure clarity of terms. All credit goes to the original authors of sourced materials.

Long Beach Adult Education Consortium	Returning Students, K-12 to CC transitionin g students	Adult Basic & Secondary Education, English as a Second Language & Citizenship	<p>5-week summer bridge program, including:</p> <ul style="list-style-type: none"> ● Academic courses ● Counseling services ● Campus orientation ● Student development workshops ● Leadership experiences ● Recreational activities ● Peer mentors ● Ability to earn college credits ● Priority registration
Chabot-Las Positas/Mid-Alameda County Consortium (MACC)	All adult education students	All CAEP program areas	<ul style="list-style-type: none"> ● MACC members pooled resources to hire 1 FT transition specialist to work with consortium members and liaise with college ● Specialist rotates among members and is co-located at the Tri-Valley One Stop office at least one to two days a week
Marin County AEBG Consortium	All adult education students	Adult Basic & Secondary Education, English as a Second Language & Citizenship , Career Technical Education	<p>The Marin County AEBG Consortium strengthened the partnership between adult schools and college to change student perceptions and aspirations by instituting:</p> <ul style="list-style-type: none"> ● College counselors and student ambassadors that regularly visit adult schools to discuss programs, financial aid, job placement, transfer programs, college applications, and career exploration ● A college professor teaching ASE-level math course at the adult school ● A college tour / special information session for adult learners ● The practice of sharing student success stories within consortium

Table 11.^{70 71}

Practices with Promise: Alignment of Programs

Consortia	Target Population	Program Area(s)	Practice
Education to Career Network of North San Diego County	All adult education students and teachers, faculty and staff	Adult Basic & Secondary Education, Apprenticeship, English as a Second Language & Citizenship	<p>Curriculum Alignment Project:</p> <ul style="list-style-type: none"> 40 adult education teachers and college faculty analyzed each other’s curriculum to find similarities and gaps that would hinder the transition from adult school to college The project used a uniform template to document course similarity and alignment A final matrix was developed that prevented students from retaking classes post-transition
Citrus College Adult Education Consortium (CCAEC)	English Language Learners	English as a Second Language & Citizenship	<p>In order to align their ESL coursework:</p> <ul style="list-style-type: none"> K-12 institutions aligned ESL course descriptions, learning outcomes and data measurements prior to working college faculty on alignment Funding was allocated to allow college faculty and administration and K-12 ESL faculty to compare and align college course-outline learning objectives to K-12 courses and practice An ESL Faculty Advisory Committee (FAC) created consortium-wide Language Proficiency Objectives (LPO’s) Funding was allocated to pilot the creation of level exams based on LPO’s that assess student proficiency, including the development of a question bank for faculty

⁷⁰ CAEP Practices with Promise Showcase. 2020. CAEP Practices With Promise For Successful Outcomes. [online] Available at: <http://caepracticeswithpromise.com/showcase_successes.asp>.

⁷¹ Note: Some of the language provided in this table is a direct copy from the original materials. This is intentional and only intended to ensure clarity of terms. All credit goes to the original authors of sourced materials.

Table 12.^{72 73}

Practices with Promise: Data and Accountability

Consortia	Challenge	Practice
Butte-Glenn Adult Education Consortium	Consortium members were challenged by staying up-to-date with data and reporting requirements	Regional Reporting and Data Expert: <ul style="list-style-type: none"> ● One of the consortium members, Oroville Unified School District, hired a staff person to support student and program reporting who became a subject matter expert ● The consortium made an agreement to hire that individual as a shared resource through an allocation agreement ● The expert was able to support each member with one-on-one training, report preparation and troubleshooting
Capital Adult Education Regional Consortium (CAERC)	The consortium had inconsistent reporting of student outcomes across members	AEP Outcomes Resources Customized for One Consortium: <ul style="list-style-type: none"> ● An AEP outcomes reference sheet was developed for specifically for the consortium ● The document lists only the "update record" options that apply to CAERC members ● Detailed instructions for completing update records were also developed by program area, including instructions that listed possible update record items, criteria for marking each item and the AEP outcome each item triggers

⁷² CAEP Practices with Promise Showcase. 2020. CAEP Practices With Promise For Successful Outcomes. [online] Available at: <http://caepracticeswithpromise.com/showcase_successes.asp>.

⁷³ Note: Some of the language provided in this table is a direct copy from the original materials. This is intentional and only intended to ensure clarity of terms. All credit goes to the original authors of sourced materials.

<p>Rio Hondo Region Adult Education Consortium (RHRAEC)</p>	<p>Consortium member agencies utilize various technological systems for data processing and assessment</p>	<p>Consortium Members Meet to Embrace Data and Accountability:</p> <ul style="list-style-type: none"> ● Consortium provided a uniform message on the importance of data and accountability and the significance it has in improving services and student performance ● Held monthly meetings to discuss best practices on data and accountability ● Development of three data and accountability workshops for their annual conference, which provided uniform information to participants (total number of participants: 170)
<p>San Diego Adult Education Regional Consortium</p>	<p>There was a need to identify barriers to enrollment for adult education students</p>	<p>Student Voice in Strategies for Enrollment, Retention and Completion:</p> <ul style="list-style-type: none"> ● Implementation of a Human Centered Design project that identified insights from student engagement with the website, customer service, and enrollment ● San Diego Continuing Education’s research office conducted a student survey focusing on enrollment, schedule preference, and barriers to attendance
<p>Solano Adult Education Consortium</p>	<p>There was a need for uniform reporting, intake and student data collection using CASAS</p>	<p>Work Group for CASAS Data and CommunityPro Systems Data Integration:</p> <ul style="list-style-type: none"> ● A data and accountability work group was established, including data coordinators, administrators, intake staff, and teachers and counselors ● The work group was run by the consortium manager, but the activities and priorities were established by the needs of the data coordinators and staff ● Members attended data webinars and activities and created data manuals for each school

<p>Capital Adult Education Regional Consortium (CAERC)</p>	<p>Inconsistent and inaccurate data-collection across the consortium</p>	<p>Data Collection Tools and Resources for Consortium Members:</p> <ul style="list-style-type: none"> ● A standard registration form was developed ● Definition cards were used to help students complete the registration form accurately ● A simplified voluntary authorization-to-share Social Security number form was created ● Each resource was professionally translated into 17 languages
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Additional Findings

A conversation with the data analyst from the Education to Career Network of North San Diego County illuminated a valuable data sharing practice that they employ in their consortium.⁷⁴ The process includes exporting student level information from the demographics tab in TopsPro Enterprise, sharing the data with the college’s Institutional Research and Planning office who perform a fuzzy match to student records in the college’s student information system, and sharing the results back with the adult schools to enter into TopsPro for reporting purposes. The data analyst who developed this practice at the Education to Career Network of North San Diego County specifically advises that consortia have a signed data sharing agreement in place while performing this match.

⁷⁴ 2020. Meeting with the data analyst from the Education to Career Network. 1/9/20.

Baseline Data Analysis

Analysis of Southwestern College's Non-credit Data

Prior Adult School Attendance

Southwestern College's Department of Continuing Education stores their non-credit application data in an access database, which is separate from the college's student information system (Colleague). Records from this database for the 2018-19 academic year were analyzed to determine the number of non-credit applicants that indicated previous attendance at Chula Vista Adult School, Coronado Adult School, Montgomery Adult School, National City Adult School, or San Ysidro Adult School.

Data shows that 16.5% of non-credit applicants in the 2018-19 school year attended at least one adult school from SUHSD or CUSD. It is important to remember that this data is self-reported, which is particularly relevant to the number of students that reported attending Coronado Adult School. Coronado Adult School only serves about 100 student per year⁷⁵ under the CAEP. However, they do offer an extensive fee based program. It is possible that students who previously took a fee-based course at Coronado responded yes to this question. These students, however, would not be considered adult education students under the CAEP guidelines.

Table 12.
Non-credit Applicants that Reported Attending One or More Adult Schools (2018-19) ^{76 77}

Previous Adult School Attendance	Frequency	Percent
Coronado Adult School	34	1.0%
National City Adult School	59	1.7%
Montgomery Adult School	109	3.2%
San Ysidro Adult School	182	5.3%
Chula Vista Adult School	270	7.9%
Any SUHSD Adult School	538	15.7%
Any SUHSD or Coronado Adult School	566	16.5%
Total Applicants	3,427	-

⁷⁵ Robinson, C., 2019. Consortium Three Year Plan 2019-22: South Bay Adult Education Consortium / Southwestern.

⁷⁶ 2018-19 Application Records. Southwestern College Non-credit Access Database. Accessed 11/7/19.

⁷⁷ Note: Applicants may appear under more than one category because they had the option to select more than one school.

Educational Background

About 31% of students that reported attending an adult school (“adult school students”) did not report any level of post-secondary education on their application, compared to about 26% of non-adult school students. Slightly higher percentages of adult school students reported technical / certificate, some college / no degree, or other diploma / degree compared to non-adult school students, while a lower percentage reported A.A. / A.S. and four-year college graduate.

Table 13.⁷⁸
Educational Attainment of Non-credit Applicants (2018-19)

Caution: Do not add percentages across categories.⁷⁹

Educational Attainment	Adult School Students	Non-Adult School Students
No Education Selected	175 (30.9%)	735 (25.7%)
Technical / Certificate	125 (22.1%)	390 (13.6%)
Some College, No Degree	191 (33.7%)	902 (31.5%)
A.A. / A.S. Degree	77 (13.6%)	471 (16.5%)
4-yr College Graduate	124 (21.9%)	950 (33.2%)
Graduate Studies	79 (14.0%)	413 (14.4%)
Other Diploma / Degree	85 (15.0%)	292 (10.2%)
Total Applicants	566	2,861

⁷⁸ 2018-19 Application Records. Southwestern College Non-credit Access Database. Accessed 11/7/19.

⁷⁹ Note: Applicants may appear in more than one category, with the exception of no education selected, because they had the option to select all that apply.

Of the adult school students that reported earning some type of post-secondary education, approximately 30.4% reported earning it outside of the United States. This compares to only 15.6% of non-adult school students. This highlights a potential opportunity for referral to foreign degree evaluation services or the “Using Your Foreign Degree” class offered in Southwestern’s Continuing Education Department.

Table 14.^{80 81}

Non-credit Applicants that Earned Post-secondary Education Outside of the United States

Earned Post-Secondary Education Outside of U.S.	Adult School Students	Non-Adult School Students
No	272 (69.6%)	1,794 (84.4%)
Yes	119 (30.4%)	332 (15.6%)
Total Applicants	391	2,126

Educational Goals

About a third of adult school students reported work or career related primary goals on their first application submitted in 2018-19. About a fourth of adult school students reported personal or family goals, compared to about 32% of non-adult school students. Notably, 30 students (adult school and non-adult school) reported earning a high school diploma or gaining U.S. citizenship as a primary goal during 2018-19. However, Southwestern College does not offer either of those programs. Additionally, ABE is not provided through Southwestern’s non-credit program, but 679 students (19% of adult school students and 20% of non-adult school students) reported improving basic skills as their primary goal. Additional research is needed to better understand student perceptions around what “improving basic skills” means, but this is a preliminary indication of an opportunity for referral to Sweetwater.

⁸⁰ 2018-19 Application Records. Southwestern College Non-credit Access Database. Accessed 11/7/19.

⁸¹ Note: Only students that reported some level of post-secondary education are included.

Table 15.^{82 83}
Primary Goals of Non-credit Applicants (2018-19)

First Application Primary Goal	Adult School Students	Non-Adult School Students
Family / Personal	143 (25.3%)	924 (32.3%)
Work / Career Related	184 (32.5%)	920 (32.2%)
Prepare to Enter College or Training	21 (3.7%)	26 (0.9%)
Improve Basic Skills	110 (19.4%)	569 (19.9%)
Improve English Skills	41 (7.2%)	80 (2.8%)
High School Diploma / U.S. Citizenship	14 (2.5%)	16 (0.6%)
Other	23 (4.1%)	119 (4.2%)
Blank / Missing / None	30 (5.3%)	207 (7.2%)
Total Applicants	566	2,861

Transition Measured through Student Record Matching

This project identified that a previously signed Memorandum of Understanding (MOU) to permit student data sharing between Sweetwater and Southwestern was expired. Leadership was alerted of the MOU’s expiration and research should be done to establish a baseline of student transition between member agencies once the agreement is reinstated.

⁸² 2018-19 Application Records. Southwestern College Non-credit Access Database. Accessed 11/7/19.

⁸³ Note: If a student submitted more than one application, their first application was used to identify their primary goal.

Key Stakeholder Interviews

Forty-nine semi-structured interviews were conducted between December 2019 and September 2020. Interviews were recorded if interviewees felt comfortable and then transcribed and coded using deductive reasoning methods. Interviewees represented the following stakeholder groups and together, interviewees had nearly 800 years - or 80 decades - of work experience in the South Bay. Interviewees held the following roles at Coronado, Southwestern, or Sweetwater.

- Adult School Principals, Assistant Principals & Directors
- Adult School Counselors
- CAEP Coordinators
- CAEP Project Director
- Classroom Teachers
- College Administrators
- College Counselors (Non-credit)
- Dean of Counseling (Southwestern)
- College Faculty
- Data / IT Staff
- Dean of Institutional Research and Planning (Southwestern)
- Office Staff
- Outreach Staff
- Resource Teachers
- TRIO/EOC Counselors

In addition to providing background information about their role and experience in the South Bay, interviewees were asked to discuss the top three barriers to success that they face in their role. The table below outlines the most commonly reported themes.

Table 16.^{84 85}

What are the top three barriers to success that you face in your role?

Coronado	Southwestern	Sweetwater
Physical environment / work environment / work schedule (3)	Lack of resources (financial / staff) (6)	Student related challenges / barriers (21)
Limited authority of the coordinator role (2)	Student related challenges / barriers (3)	Need for training / more knowledge related to role (for themselves or others) (8)
Low enrollments at Coronado (2)	Technology challenges (needs, system barriers, cost) (3)	Communication from leadership (5)
Lack of support from leadership, administration, or institution (2)	Teachers / faculty engagement or hiring (3)	Not enough time to do job (4)
Teachers / faculty engagement or hiring (1)	Lack of support from leadership, administration, or institution (3)	Physical environment / work environment / work schedule (4)
Communication from leadership (1)	The role of non-credit / continuing education is unclear (to consortium or broader college community) (3)	Bureaucracy / red tape / implementation of initiatives (3)

Theme #1: Interview data suggests that there is significant disagreement and miscommunication about the role of Southwestern’s non-credit classes for adult education students.

Interviewees were asked about the role that Southwestern’s non-credit classes or programs play for adult education students. The most common response was that interviewees are unclear or unaware of the role of non-credit. This was the case even among some of Southwestern’s respondents.

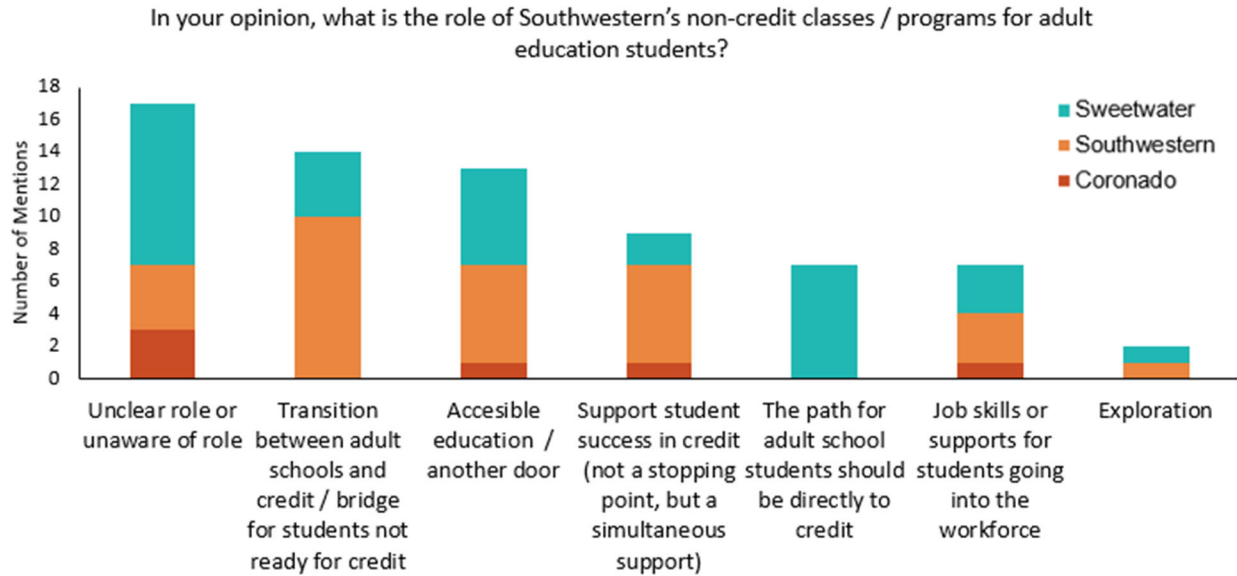
Several interviewees from Southwestern discussed non-credit as the next step after adult schools or the bridge for adult education students not ready for credit, whereas only a few interviewees from

⁸⁴ Key Stakeholder Interviews, Conducted December 2019 - September 2020, n=49

⁸⁵ Note: Responses have been categorized with the number of mentions in the parentheses.

Sweetwater and no interviewees from Coronado discussed that opinion. Furthermore, many interviewees from Sweetwater discussed the path for adult school students as directly to credit.

Chart 11.⁸⁶
The Role of Southwestern’s Non-credit



The comments below illustrate the differences in opinion between interviewees.⁸⁷

"It's like a **bridge between the adult schools and the credit side**. So people can start to feel more comfortable. They can start taking noncredit classes and they can go and transfer to the credit side."

"The way I see it, it's a **complement not a transition**."

"This is where it's tricky, because if they are really holding on to the philosophy of CAEP – 'go farther faster' – why is non-credit in the middle? If they graduate from us **why don't they go straight to credit?**"

⁸⁶ Key Stakeholder Interviews, Conducted December 2019 - September 2020, n=49

⁸⁷ Ibid.

"It's not necessarily a move in the right direction for many of our students... it feels like it's basically a hoop that they're now having to jump through to get to Southwestern.... And if we're going to add that additional step, I feel like it needs to be targeted to the students' goals... Because our students do need extra support. And I think noncredit can certainly figure out ways to provide additional support for our students. And **I think they do they have a role to play. It's just, it has to be relevant...** Because our students vote with their feet. They're not going to show up if they don't think it's relevant."

"The consortium **should focus on transitioning adult school students to the credit program with a noncredit support as needed.**"

"There needs to be **more clarification** around what non-credit means in our consortium."

"Adult School is like wrapping up...your high school experience and your skills that you need to advance from high school and then **Continuing Ed. could be the part of your education that's preparing you for the credit side.**"

"I don't think there's always a place for noncredit. If you take a very specialized CTE program.. we've articulated some classes, they would go straight into credit. There's not a reason unless they want to come for basic skills or some remediation or some language development. **It's an option... but not required.**"

"For me, I'm **still trying to define how beneficial it will be for students to transition from adult division to noncredit.** A lot of students who are working hard to get a GED or high school diploma, they go to the credit side of Southwestern because they want a degree."

There are several possible factors that contribute to the confusion and disagreement around the role of non-credit in the Consortium. Notably, the following challenges may have made it difficult to clarify Southwestern’s non-credit role:

- CAEP funding for community colleges is directed towards non-credit, and non-credit has been historically separated from credit at Southwestern;
- Discussion of CAEP outcomes and metrics is not integrated into the framework of the Consortium;
- Fundamental differences in institutional missions (example: adult schools focus on HSE / HSD vs. non-credit within a higher education environment);
- Limited access to data on student transition keeps everyone “guessing” at the student journey; and
- Past “hurts” and budget constraints make it difficult to talk openly about roles.

Theme #2: Some interviewees discussed that Southwestern and Coronado are challenged by their campus communities’ limited understanding or lack of support for adult education.

Some interviewees from Southwestern and Coronado discussed challenges related to institutional support or understanding of adult education.⁸⁸ For example, one interviewee from Coronado discussed a lack of support from the school, including communication from leadership. Other interviewees from Coronado discussed challenges around their physical office space, which they felt was tied to the district’s limited desire to spend CAEP funds. One interviewee wanted “more recognition of our program as being important.”

Southwestern interviewees discussed challenges regarding prioritization of non-credit students within the larger campus community.⁸⁹ For example, one interviewee said, “when it's district wide, and we're talking about the needs of the student, or we're talking about, you know, outreach, spending money on students, why not include the non-credit student as well? They have, they need to get to the credit side. Sometimes we are their stepping stone to the credit side of the house.” The additional comments below illustrate this theme.⁹⁰

⁸⁸ Ibid.

⁸⁹ Ibid.

⁹⁰ Ibid.

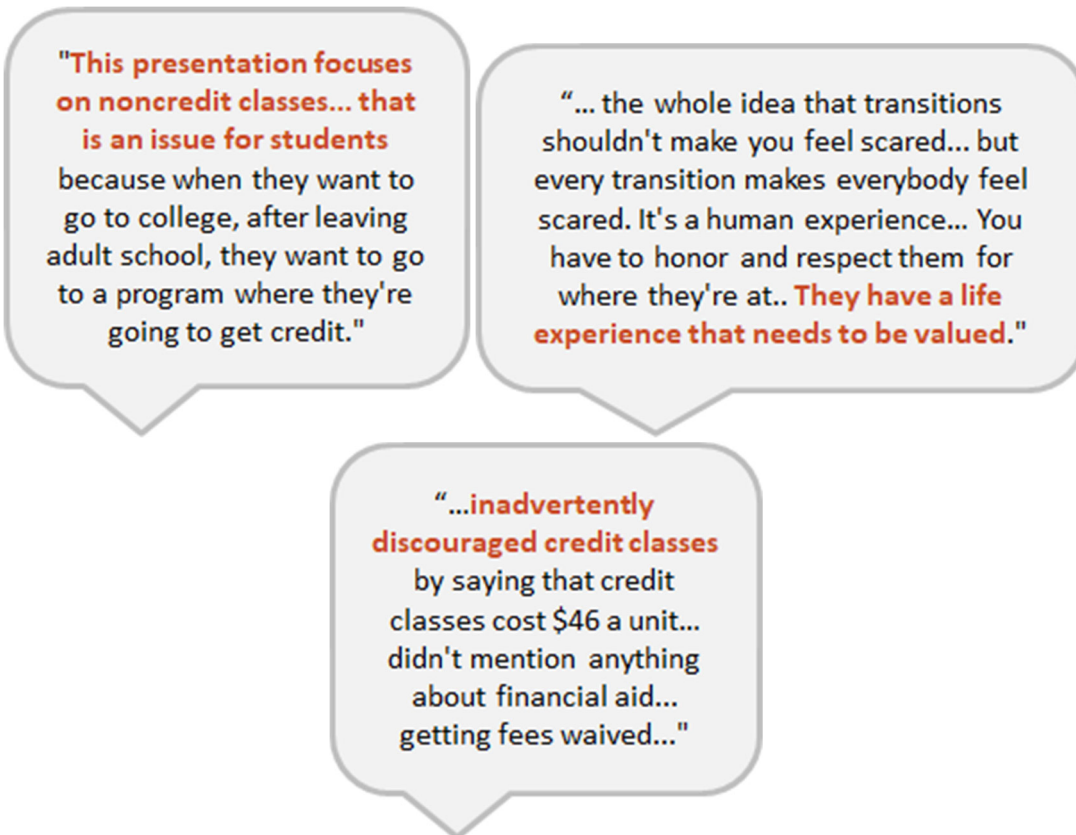


Theme #3: Several interviewees discussed that the transition class is well-intentioned, but the current content of Southwestern's non-credit orientation does not meet the needs of adult school students.

Several interviewees from Sweetwater discussed concerns with the transition orientation / presentation that is offered prior to the NC-90 support class by Southwestern to the adult school students.⁹¹ The most common concern was that the presentation encouraged the transition to non-credit only. One interviewee discussed that the presentation may inadvertently discourage transition to credit by discussing the fee per credit, but not providing information regarding financial aid, which many adult school students qualify for. In general, interviewees did not feel the orientation provided information that the adult school students needed. For example, one interviewee discussed their concerns about having to recruit students to attend programming that students don't feel is relevant to them. Additional comments from interviewees below illustrate these challenges.⁹²

⁹¹ Ibid.

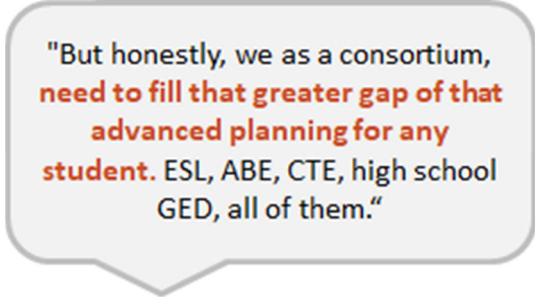
⁹² Ibid.



Theme #4: Goal setting, planning, and career exploration were highlighted as important activities, but they are not consistently implemented between or within institutions.

Many interviewees discussed the importance of goal setting, educational planning, and career exploration. However, interviews also revealed that these activities were not consistently implemented between or within institutions.⁹³ Findings suggest that:

- Career exploration does not occur prior to course enrollment;
- There are no common goal setting or educational planning practices shared between member agencies;
- At Southwestern, non-credit and credit counselors use different education plans;
- Counseling resources are not available to adult school students at Coronado; and
- At Sweetwater, adult school counselors primarily serve HSD and HSE students.



⁹³ Ibid.

Theme #5: There is an opportunity to leverage the expertise and services of the TRIO / EOC counselors to facilitate student transition.

Wahupa Educational Services is a local nonprofit that receives funding from the U.S. Department of Education through a federal TRIO grant for Educational Opportunity Centers (EOC). According to their website, Educational Opportunity Centers provide “counseling & information to adults who want to enter, re-enter, or continue a program of postsecondary education, or earn a high school diploma or GED.”⁹⁴ Four counselors from Wahupa, referred to by interviewees as “TRIO,” “EOC,” or “college and career” counselors, are co-located at the four Sweetwater Adult Schools. Currently, there is one counselor located at each of the adult schools and they also provide services in the community.

Table 17.⁹⁵

Support Services Provided by TRIO / EOC Counselors

Services
<ul style="list-style-type: none">• College applications• Financial aid applications• Career exploration• Referrals to outside agencies (career centers)• Foreign degree evaluation explanation and referral• Provide information about SWC services (EOPS, FYE, DSS, etc.)

While these services have been offered in the South Bay since 1994 or 1995, some interviews were unclear about what the TRIO / EOC counselors do. Several others discussed their role in supporting students transitioning to college. A few interviewees discussed that the EOC / TRIO counselors face challenges getting information about their services to students. Currently, they reach students through teacher referral or working with teachers to present to students in the classroom. They specifically target HSE, HSD, articulated CTE, and higher level ESL classes for their presentations. One of the TRIO / EOC counselors discussed that they tend to “stay away from other classes because they don't want to send students that aren't ready,” referring to students that don't have a HSD or HSE. The interviewee explained that they do this intentionally because students cannot get financial aid through FAFSA or Cal Grant (except for Cal Grant C) if they don't have a high school diploma or equivalency.

“They are an excellent tool and they've been underused.”

⁹⁴ Wahupa Educational Services. n.d. Educational Opportunity Centers — Wahupa Educational Services. [online] Available at: <<https://www.wahupa.org/educational-opportunity-centers-eoc>> [Accessed 3 September 2020].

⁹⁵ Key Stakeholder Interviews, Conducted December 2019 - September 2020, n=49

Other Challenges Referenced

Additional challenges that interviewees discussed were:⁹⁶

- Communication between partners;
- Data and student tracking challenges;
- Fear that Southwestern is taking Sweetwater's students;
- Limited availability of Southwestern's credit counseling services;
- Southwestern credit counselors limited understanding of the adult education student experience;
- Stigma around adult school students just wanted to work or choosing vocational options as opposed to higher education; and
- The need for clear pathway development and curriculum alignment.

Interviewee Recommendations

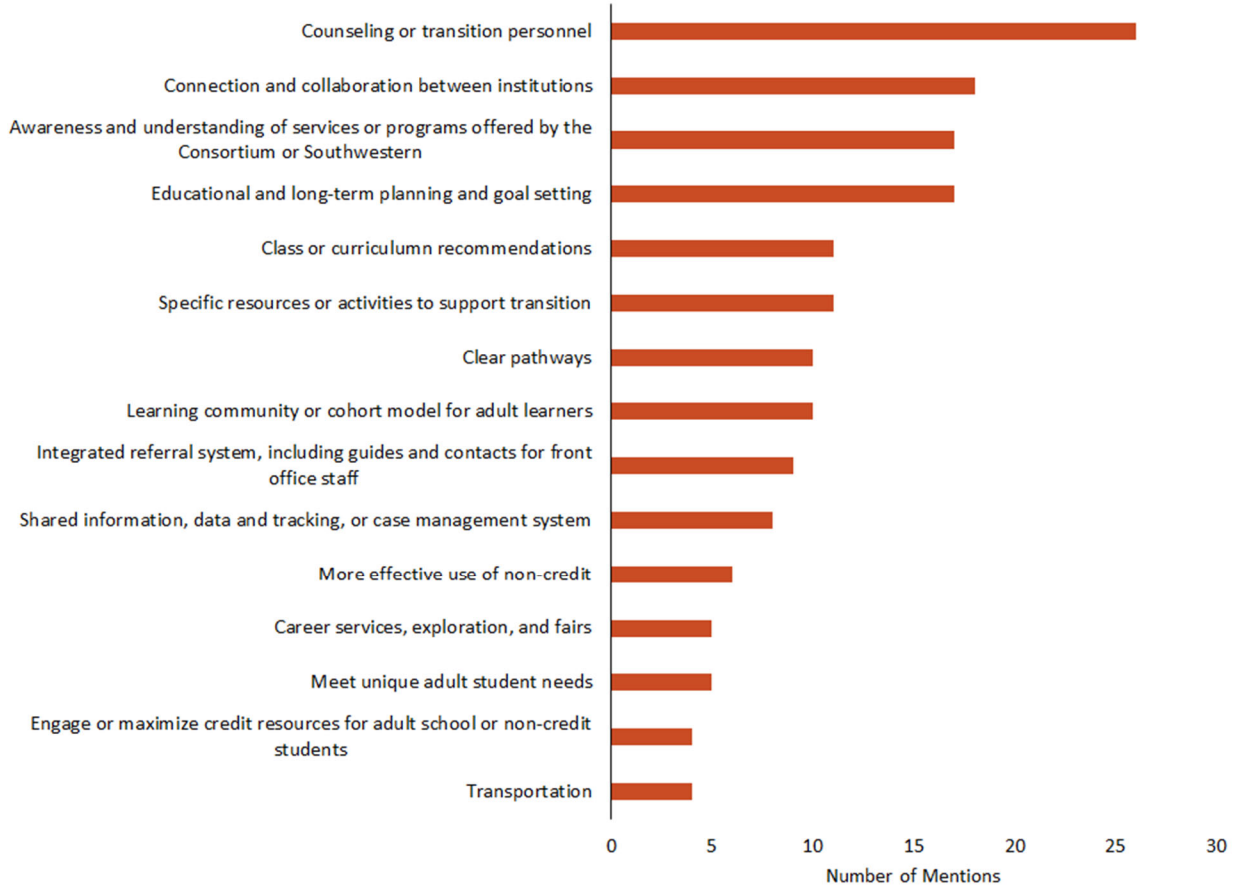
Interviewees provided recommendations on strategies to help students move from the adult schools to college or career. Discussion of counseling or transition support received more than 25 mentions. Ideas around this theme included, but were not limited to, a Southwestern counselor or liaison representative at the adult schools, a transition specialist, a consortium counselor, an adult education specific counselor at Southwestern College, a counselor at Coronado, better integration of the TRIO / EOC counselors, guidance at intake, and the need for CTE, ESL, and ABE students to meet with a counselor.

⁹⁶ Ibid.

Chart 12⁹⁷

Interviewee Recommendations to Improve Student Transition

What can be done to make it easier for students to move from the adult schools to college or career?



⁹⁷ Ibid.

Interviewees were also asked to provide one final recommendation to the Consortium. Some of the suggestions that interviewees gave are illustrated through the comments below.⁹⁸

"I think that if you want students from the adult schools to go to Southwestern College, then I think, again, I'm going to go back to I think it's very important that there be a **presence on the campus..** so that students can see what's available.

"I'd like **more action**. I feel that we have a lot of meetings... And we've been working together for five years and it feels like we run into the same issue of us trying to get work groups together."

"That we **put students first**, and that our decisions are made based on our students' needs and not on our organization."

"...if we could tuck away the financial aspect of everything and **focus on the student** and what the student needs without "me" "you" "he" "she" and it's "ours" ... that would be the beginning of something great."

"Get the word out better and **make the case for why this is important** and just stick it in front of our faces all the time."

"A little **understanding for one another...** take time to understand how everybody operates. Honestly, that could solve so many questions.. that means like taking the time to understand that just because something is done differently, doesn't mean it's wrong. That sometimes a lot of times, it really does make sense in the context of the organization. Sometimes it doesn't, but, but sometimes it does, it's just not automatically wrong because that would never happen in your organization."

⁹⁸ Ibid.

Recommendations

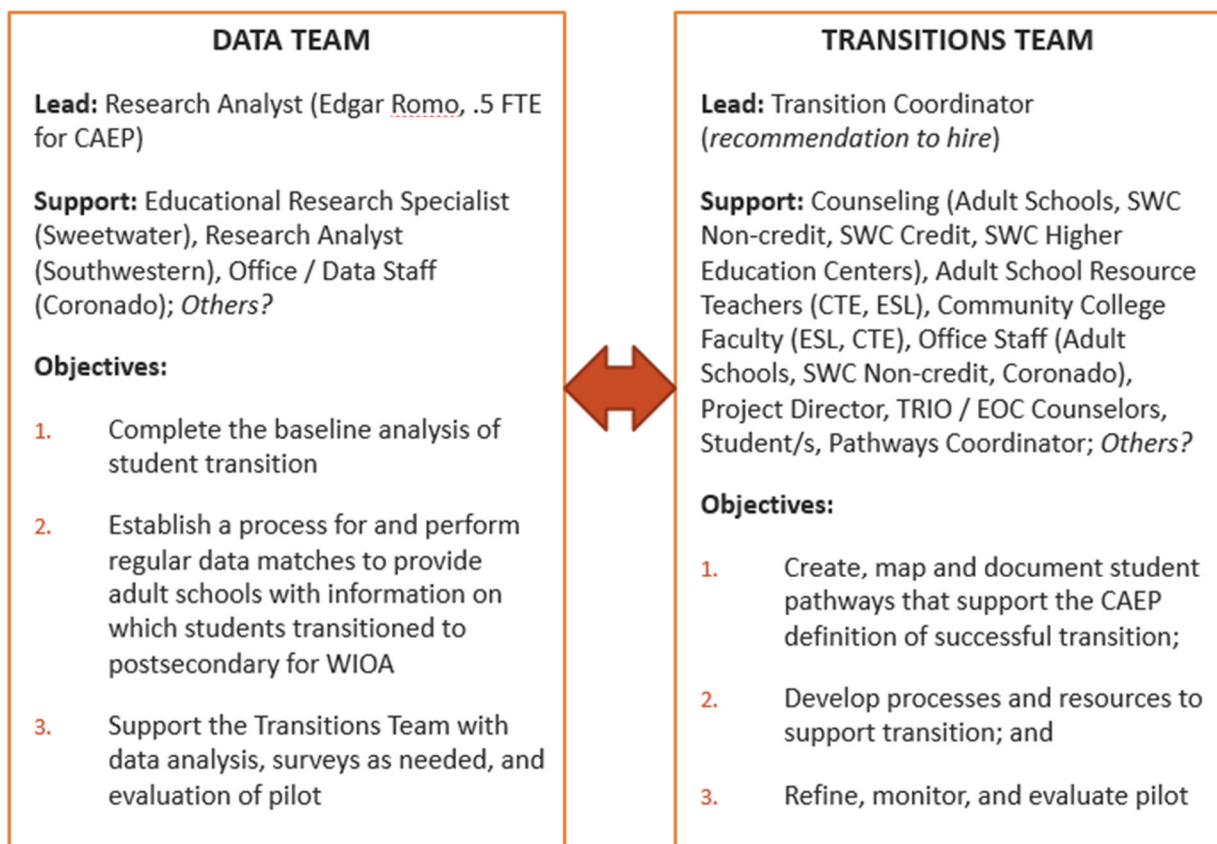
Based on the findings of this research, **it is recommended that the Consortium move from research to action by establishing an infrastructure to address these findings and to design, implement, and evaluate a pilot.** It will be difficult for the Consortium to move forward in this work without an infrastructure that includes staff to support both components of the project: data and transition.

Proposed Infrastructure

The Consortium should establish a Data Team and a Transitions Team that work synergistically to support adult education student success and transition. These teams should be accountable to the Advisory Committee and regularly report on their progress and challenges. The topic of “student transition” should be added as a standing agenda item at the Consortium’s Advisory Committee meetings.

The Data and Transitions Teams should leverage currently available expertise and resources to address their primary objectives. Current staff exists to lead the Data Team, but a transition coordinator should be hired by the Consortium to lead the Transitions Team and facilitate the collaboration between existing personnel. This group should capitalize on resources that are currently available to support adult education student transition to postsecondary, including the TRIO / EOC counselors. The proposed infrastructure and corresponding objectives are outlined below. The Advisory Committee should review the proposed infrastructure and identify any additional staff that should be integrated into the framework.

**Chart 13.
Proposed Infrastructure**



Data Team

The Data Team’s primary objectives are to 1) Complete the baseline analysis of student transition; 2) Establish a process for and perform regular data matches to provide adult schools with information on which students transitioned to postsecondary for WIOA reporting; and 3) Support the Transitions Team with data analysis, surveys as needed, and evaluation of the pilot initiative.

Throughout this process, the Data Team should prioritize the development of standard processes and tools to support data inquiry for the Advisory Committee. This may include dashboards, LaunchBoard demonstrations, and/or regular presentations to the Advisory Committee. The integration of data-driven decision-making into the Consortium should be a top priority of this team’s work.

Perhaps outside the scope of the Data Team, but within the scope of CAEP data and accountability, each member institution should review and document their CAEP data practices and develop a data / reporting manual for each agency. Establishing aligned practices should be considered. Additionally, Southwestern College should conduct a coding project that incorporates a review of Management

Information System (MIS) elements in the college’s Student Information System, including CB03 (TOP Code), CB09 (SAM Priority Code), C21 (Course Prior to College Level), and CB22 (Course Non-Credit Category). The project should also verify how barriers to employment are being collected and updated.

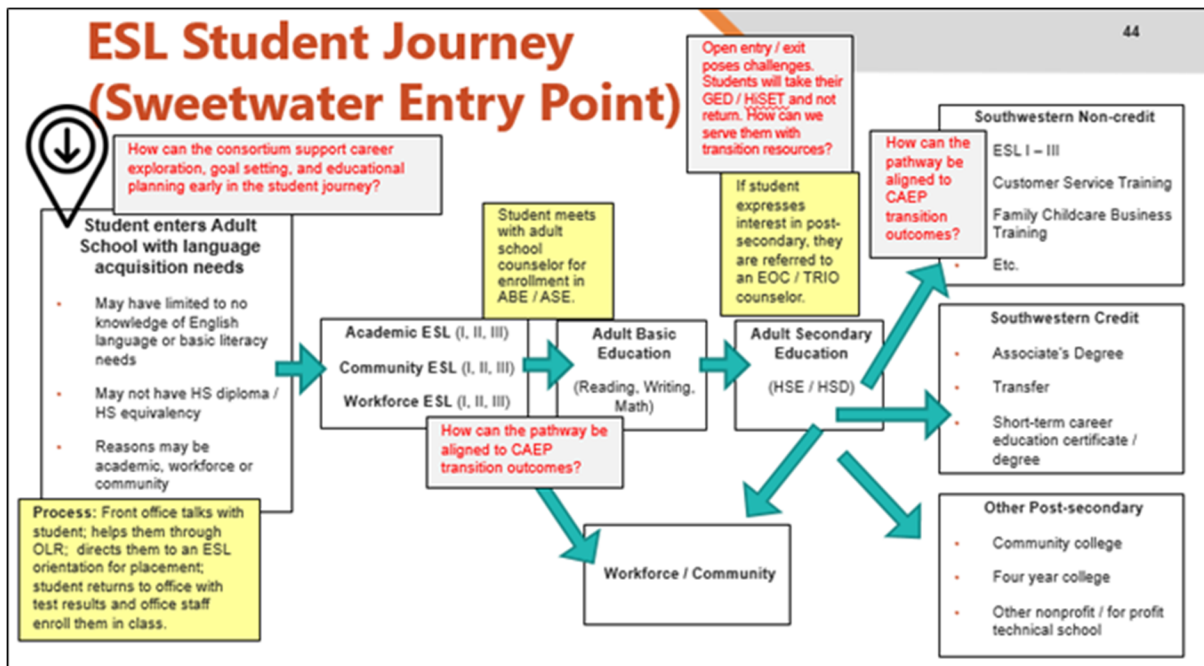
Transitions Team

The Transitions Team’s primary objectives are to 1) Create, map and document student pathways that support the CAEP definition of successful transition; 2) Develop processes and resources to support transition; and 3) Refine, monitor, and evaluate a pilot. The Transitions Team should rely on the findings of this report, utilize the additional resources outlined below, and work together to develop innovative solutions to address these objectives.

Objective 1: Create, map and document student pathways that support the CAEP definition of successful transition.

A sample ESL student journey has been mapped to identity areas of opportunity. This map can be used as a starting point for the development of clear, documented pathways by program areas that consider student goals and support services. See Appendix F for the preliminary ESL student journey maps from both Sweetwater and Southwestern entry points.

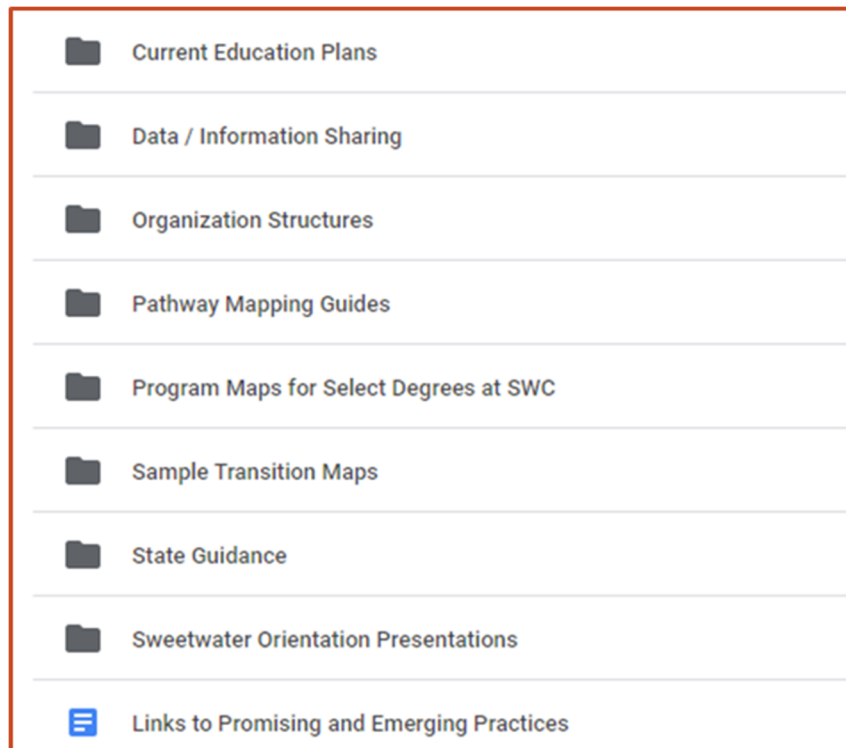
Chart 14.
Snapshot of Preliminary ESL Student Journey from the Sweetwater Entry Point



Objective 2: Develop processes and resources to support transition.

In addition to the findings outlined in previous sections (document analysis, best practice research, and stakeholder interviews), this project unveiled a variety of resources and documented processes that the Consortium can adapt or build on to support student transition. A repository of those resources can be obtained [here](#).⁹⁹ This repository should be continuously updated and shared among the Transitions Team.

Chart 15.
Snapshot of Resource Repository



Objective 3: Refine, monitor, and evaluate a pilot.

Once a baseline of student transition has been established by the Data Team, the Transitions Team should consider the following preliminary models to identify a pilot project.

- Establish a *cohort model* of student transition. For example, the Transitions Team could focus on one of the following strategies.
 - Develop a clear path from academic ESL at the adult schools to Southwestern’s credit courses.

⁹⁹ Note: The resource repository is only accessible to the South Bay Adult Education Consortium / Southwestern at <https://drive.google.com/drive/folders/1YqjQwvCUdM6h6usKm0NwFyMrVbFwADja>.

- Establish a cohort of HSD or HSE students to support through transition via the SWC Promise Program.¹⁰⁰
- Support and track adult school students from Sweetwater to Southwestern's credit program through one articulated CTE pathway.
- Implement a special admit / dual enrollment model for Sweetwater's HSD or HSE students under the SB 554 framework.¹⁰¹
- Create a *bridge program* for adult school students transitioning to Southwestern.
- Offer *co-location of services and / or a non-credit support class* to support adult school students' transition to postsecondary.

¹⁰⁰ Southwestern Community College District Website. n.d. Southwestern College Promise. [online] Available at: <<https://www.swccd.edu/admissions-and-financial-aid/financial-aid/financial-aid-types/grants/southwestern-college-promise.aspx>>.

¹⁰¹SB-554 Public schools: adult school students: Advanced Scholastic and Vocational Training Program. An act to amend Sections 76001 and 76002 of, and to add Article 7 (commencing with Section 52620) to Chapter 10 of Part 28 of Division 4 of Title 2 of, the Education Code, relating to public schools.

Limitations

The primary limitation of this research is the absence of an active data sharing agreement between Consortium members. This made it difficult to set a baseline of student transition from Sweetwater and Coronado adult schools to Southwestern College. As discussed in the previous section, the Data Team should prioritize the completion of that assessment once a data sharing agreement is established.

Additionally, a counselor / teacher / faculty survey, as well as a student survey, were originally intended as a part of this work. Staffing capacity and the transition to remote operations due to covid-19 made these surveys infeasible during Phase I. The Transitions Team should incorporate the student voice into the development of student journey maps, transition support services, and the pilot initiative. They should also consider capturing feedback from counselors, teachers, and college faculty as a part of their efforts.

Appendix

Appendix A. Documents Included in Document Analysis

Appendix B. List of Comparison Consortia

Appendix C. Key Stakeholder Interview Guide

Appendix D. Documentation Around Reporting Challenges

Appendix E. Regional Transition Meeting Minutes

Appendix F. Preliminary ESL Student Journey Maps

Appendix A.

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2019. Student journey maps developed by front office staff in the Sweetwater Adult Division and provided by the Consortium Project Director.

**Appendix B.
List of Comparison Consortia**

#	Consortia	Members	CAEP Funds (19-20)	Overall Fund- ing at 75th percentile and above (19-20)	CCD as % of Funding (19-20)	Comparison based on Other Factors
46	About Students Regional Consortium, Riverside	<ul style="list-style-type: none"> • Alvord Unified • Corona-Norco Unified • Jurupa Unified • Moreno Valley Unified • Riverside CCD • Riverside Co. Office of Education • Riverside Unified • Val Verde Unified 	\$8,457,219		6.4%	x
53	Accel San Mateo County	<ul style="list-style-type: none"> • Cabrillo Unified • Jefferson Union High • San Mateo County CCD • San Mateo Union High • Sequoia Union High • South San Francisco Unified • La Jonda-Pescadero Unified • San Mateo Co. Office of Education 	\$9,816,176	x	5.3%	

7	Chabot-Las Positas/Mid-Alameda County Consortium	<ul style="list-style-type: none"> • Castro Valley Unified • Chabot-Las Positas CCD • Dublin Unified • Eden Area ROP • Hayward Unified • Livermore Valley Joint Unified • New Haven Unified • Pleasanton Unified • San Leandro Unified • San Lorenzo Unified • Tri-Valley ROP 	\$9,439,867	x	3.9%	
12	Contra Costa Adult Education Consortium	<ul style="list-style-type: none"> • Acalanes Union High • Antioch Unified • Contra Costa CCD • Contra Costa Co. Office of Education • Liberty Union High • Martinez Unified • Mt. Diablo Unified • Pittsburg Unified • West Contra Costa Unified 	\$15,150,490	x	0.4%	
50	Delta Sierra Adult Education Alliance (DSAEA)	<ul style="list-style-type: none"> • Calaveras Co. Office of Education • Lodi Unified • Manteca Unified • River Delta Joint Unified • San Joaquin Co. Office of Education • San Joaquin Delta CCD • Stockton Unified • Tracy Joint Unified 	\$8,552,658	x	3.5%	

40	Education to Career Network of North San Diego County (Palomar/Vista)	<ul style="list-style-type: none"> • Escondido Union High • Palomar CCD • Poway Unified • Ramona City Unified • San Marcos Unified • Vista Unified 	\$8,030,928		5.6%	x
17	Foothill De Anza / NSCCC	<ul style="list-style-type: none"> • De Anza College • Foothill College • Foothill-DeAnza CCD • Fremont Union High • Mountain View-Los Altos Union High • Palo Alto Unified 	\$8,723,152	x	5.1%	
5	Greater Opportunity Through Adult Learning	<ul style="list-style-type: none"> • Cabrillo CCD • Pajaro Valley Unified • Santa Cruz City High • Santas Cruz Co. Office of Education • Santa Cruz Workforce Development Board 	\$3,499,768		13.5%	x
47	Inland Adult Education Consortium	<ul style="list-style-type: none"> • Colton Joint Unified • Redlands Unified • Rialto Unified • San Bernardino CCD • San Bernardino City Unified • Yucaipa-Calimesa Joint Unified • San Bernardino Co. Office of Education 	\$10,729,804	x	7.9%	

23	Kern Adult Education Consortium	<ul style="list-style-type: none"> • Delano Joint Union High • Kern CCD • Kern High • McFarland Unified • Mojave Unified • Mono Co. Office of Education • Muroc Joint Unified • Porterville Unified • Sierra Sands Unified • Tehachapi Unified • Wasco Union High • Kern Co. Office of Education • Inyo Co. Office of Education • Trona Joint Unified 	\$17,369,837	x	8.7%	
34	Mt. San Antonio Regional Consortium for Adult Education	<ul style="list-style-type: none"> • Baldwin Park Unified • Bassett Unified • Charter Oak Unified • Covina-Valley Unified • East San Gabriel Valley ROP • Hacienda la Puente Unified • Mt. San Antonio CCD • Pomona Unified • Rowland Unified 	\$35,717,349	x	2.2%	
6	Partnership for Adult Academic and Career Education	<ul style="list-style-type: none"> • ABC Unified • Bellflower Unified • Cerritos CCD • Downey Unified • Norwalk-La Mirada Unified 	\$14,976,784	x	3.5%	

45	Rio Hondo Region Adult Education Consortium	<ul style="list-style-type: none"> • El Monte Union High • El Rancho Unified • Rio Hondo CCD • Tri-Cities ROP • Whittier Union High 	\$14,718,342	x	3.3%	
48	San Diego Adult Education Regional Consortium	<ul style="list-style-type: none"> • San Diego CCD • San Diego Unified 	\$4,787,911			x
20	San Diego East Region Adult Education	<ul style="list-style-type: none"> • Grossmont Union High • Grossmont-Cuyamaca CCD • Mountain Empire Unified 	\$8,473,413		19.3%	x
57	Sequoias Adult Education Consortium (SAEC)	<ul style="list-style-type: none"> • Corcoran Joint Unified • Cutler-Orosi Joint Unified • Hanford Joint Union High • Sequoias CCD • Tulare Joint Union High • Visalia Unified • Alpaugh Unified • Exeter Unified • Farmsville Unified • Lindsay Unified • Woodlake Unified 	\$9,833,702	x	2.8%	
15	South Bay Adult Education Consortium (El Camino)	<ul style="list-style-type: none"> • Centinela Valley Union High • El Camino CCD • Inglewood Unified • Redondo Beach Unified • Torrance Unified 	\$10,470,716	x	3.8%	

63	South Bay Adult Education Consortium/Southwestern	<ul style="list-style-type: none"> • Coronado Unified • Southwestern CCD • Sweetwater Union High 	\$14,787,820	x	4.9%	
65	Ventura County Adult Education Consortium	<ul style="list-style-type: none"> • Cornejo Valley Unified • Fillmore Unified • Moorpark Unified • Ojai Unified • Oxnard Union High • Santa Paula Unified • Simi Valley Unified • Ventura Co. Office of Education • Ventura Unified • Ventura County CCD 	\$15,501,022	x	0.8%	

Appendix C.
Key Stakeholder Interview Guide

Date: _____
Name: _____
Title: _____

Agency:

- Coronado Southwestern Sweetwater

Background (All)

1. How long have you worked in the South Bay?
2. Can you tell me about your role?
3. How often do you interact with students?
4. What is your favorite part about your role? Least favorite part?
5. What are the top 3 barriers to success that you face in your role?

Consortium / Student Tracking (All)

6. How familiar are you with the South Bay Adult Education Consortium?

Provide basic context for those that are unfamiliar: The South Bay Adult Education Consortium is a partnership between Coronado Adult School, Southwestern College, and Sweetwater Adult Schools - serving students in ABE, ASE, ESL, HSD/HSE, CTE, AWD, Workforce Readiness, and Parenting for K-12 Success.

7. Do you think this partnership has a role in making sure the students your school serves are successful?
 - a. If so, what role?
 - b. If not, why?
8. In your opinion, what is the role of Southwestern’s non-credit classes / programs for adult education students?

9. In your opinion, what is the role of Southwestern's credit classes / programs for adult education students?
10. What is the role of adult schools for adult education students?

Non-Data / Research Staff:

11. A lot of information is collected in [the TOPSpro forms / non-credit application] about student barriers, needs, and goals. How do you use that information?
 - a. What ideas do you have about how you could better use that information?
 - b. What ideas do you have about how the Consortium could better use that information?
12. Do you collect any information outside of what is required by [TOPS / non-credit application]? If so, what do you do with that data?
13. Is there anything that your agency or the consortium is not collecting that you think should be collected?

Student Tracking (Data / Research Staff)

14. Can you walk me through how student level data is collected at your agency?
 - a. How is attendance / student progress tracked?
15. What does your agency do with that data?
16. Is there anything that your agency or the consortium is not collecting that you think should be collected?
17. What recommendations do you have about how counselors, faculty / teachers, and administrators can better use the data?
18. What barriers do you face to data collection and reporting?

Intake / Advising (College Counselors; Front Office Staff; TRIO/EOC Counselors; Adult School Counselors)

19. Can you walk me through the process you go through when a student comes in to the office / in to see you?
 - a. What if they are non-English speaking?

- b. What if you suspect the student has a disability?
 - c. What if the student discloses that they have a disability?
 - d. What if they are interested in a class or program the school doesn't offer?
20. How do students enroll in classes? Do they mostly know which classes they want to take? If a student wanted assistance in choosing a class or program, what is your role in helping them decide what to take?
21. How are counseling appointments scheduled? Are students referred? Can any student see a counselor?

Adult School Interviewees:

- a. I understand that there are general counselors and TRIO/EOC counselors at the adult schools. In your experience, what is the difference?
- b. Which students get to see which counselors?
- c. Are there students that don't see a counselor?

College Counselor Interviewees (Not Office Staff):

- d. During your counseling appointments, do you ask about or are you provided any information about whether or not the student has attended an adult school?
 - i. If so, how do you use that information?
 - ii. If not, how might it be helpful to you?
 - e. Do you review students' transcripts before advising? Are there any differences in advising strategies for students that have a high school diploma (GPA) versus students that have a high school equivalency (no GPA)?
22. What collaboration exists, if any, between adult school counselors and college counselors, including the higher education centers in San Ysidro, National City, and Otay Mesa?

Student Success (All)

23. In the context of adult education, how would you define student success?
24. What are the top 3 biggest barriers you see to student success?

Student Transition (All)

25. In the context of adult education, what does student transition mean to you?
26. Whose responsibility is it to make sure students from the adults schools enroll in college (if they want to)?
 - a. What competing priorities make this difficult to focus on?
27. How do students advance within pathways at your institution? For example, how does a student know when they are ready to move from ESL I to ESL II? How do they know when they are ready to move from program to program, such as ESL to ABE?
 - a. Is there a specific process that they go through to set goals and course sequences, such as educational planning?
 - b. **Adult School Teachers Only:** How do you know which students to recommend to the next level?
28. What could the school or the consortium do to make it easier for students to move from the adult schools to college or career?
 - a. Some consortiums have hired dedicated transition specialists. Do you think that would be helpful to your students?
 - b. Some other consortiums have goal setting documents or educational plans that counselors use with students. Do you think that would be helpful to your students?

Student Journey (All)

29. In an ideal world, what would the ideal student journey look like between the adult schools and Southwestern College or other post-secondary institutions? This includes credit and non-credit programs.
 - a. How would that differ for students in different programs?
 - i. ABE
 - ii. ESL
 - iii. HSD
 - iv. HSE
 - v. CTE

- vi. Adults with Disabilities
- vii. Apprenticeship
- viii. Distance Learning Program

Final Question: If you could make one final recommendation to the Consortium, what would it be?

Appendix D. Documentation around Reporting Challenges

	CB21 = F	CB21 = E	CB21 = D	CB21 = C	CB21 = B	CB21 = A
INTERPRETIVE	Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Low Intermediate ESL	High Intermediate ESL	Advanced ESL
	In listening and/or in reading, ELLs ready to exit this level can...					
Complexity and Type of Passages	With prompting and strongly supported by visual and contextual clues: Identify high frequency sight words, phrases, and simple sentences about familiar topics in simplified materials with minimal written text and oral communication spoken slowly with rephrasing and repetition, using a very limited set of strategies.	Strongly supported by visual and contextual clues: Identify high frequency words and phrases in simplified written materials with limited written text, sentences, multi-sentence paragraphs, and simple exchanges on familiar topics spoken slowly with rephrasing and repetition using a limited set of strategies.	Supported by visual and contextual clues: Identify the main topic and supporting ideas in simple one-page adapted or authentic written texts and/or short informational listening passages on familiar topics spoken slowly with rephrasing and repetitions and retell a few key details using an emerging set of strategies.	Determine a central idea or theme in a two-page authentic or adapted text and/or in short informational and narrative listening passages on general career and academic topics. Understand passages that consist of mostly simple syntax supported by visuals and spoken at a natural pace.	Determine a central idea or theme in a variety of sections of a multi-page academic fiction or nonfiction written text, and/or oral presentation such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax. Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.	Determine central ideas or themes from different disciplines in multi-page academic fiction and nonfiction chapters and texts and/or extended oral discourse, such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax. Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.

Source: CAEP Data and Accountability Workshop for 2020-21 and More, August 5, 2020

Student Barriers to Employment

Reportable Individuals who had >1 instructional contact hour or received support services in the selected year are broken up into two categories:

- 1. Ever Flagged** as having barriers to employment at any time up to and including the selected year:
- Cultural Barriers (SG18)
 - English Language Learner (enrolled in ESL)
 - Ex-Offender (SG15)
 - Foster Youth (SG03)
 - Low Income (SG14)
 - Low Literacy (SG20)

- 2. Flagged** as having barriers to employment ONLY in the selected year:
- Displaced Homemaker (SV05)
 - Homeless (SG16)
 - Long Term Unemployed (SG17)
 - Migrant Farmworker (SV09)
 - Seasonal Farmworker (SG19)
 - Exhausting TANF within 2 Years (SC18)
 - Single Parent (SV04)

NOTE: Make sure that the flags for the barriers only in the selected year are updated each year since students will need to be flagged in any term of the academic year to be included



Source: CAEP Data and Accountability Workshop for 2020-21 and More, August 5, 2020

MIS Reporting Issues – Special Admit Adult Education Students

SB554 passed by the legislature last year supports dual enrollment and special admit status for adult education students co enrolled in AE and college credit programs. There were two MIS changes associated with this legislation:

- **SB 11- Student Basic Data Elements:** Creates a new data flag in SB11 for “Adult Education Special Admit Student” (SB11-21000)
- **SB 15 - Student Enrollment Status:** Keeps the student from being identified as a first time student or continuing student to preserve future participation in college promise program (SB15-YYYY)



Source: CAEP Data and Accountability Workshop for 2020-21 and More, August 5, 2020

Appendix E. Regional Transition Meeting Minutes

Transition Specialist/Support Services Summit Notes 11/20/19

Introductions – see sign in list

Framing question: How do you address the unique needs of adult school students and how does it influence the services you provide? Group activity:

- What is unique about our adult school students?

- Volunteer to be there, but also believe there is some value in attending school
- Each student comes in with a different goal (job, college, prove something to their own children)
- They come with previous education & work experience (real world experience)
- In comparison to college or high school students: Adult ed: life is first, school is second (not the case for traditional high school or college students)
- Adult ed is a stepping stone – not primary goal
- More likely to stop out regularly
- Previously struggled in the education system
- Possibly higher % of learning disabilities
- If coming from other countries, may have a learning disability & not know it
- Changing careers
- English is their 2nd language often – high instance of ESL programs in adult ed
- Tend to be low socio economic status
- High % of females
- Clear response to labor market trends
- True lack of support services in adult ed
- Lack of social capital

- How are we defining transitions?

East Region: Transitioning into or out of programs or college .We connect noncredit and college, not a traditional counselor or SSSP – student centered – transitions that students are making.

Best Practice Group Share Topics

1) Incorporating student goal setting as part of your support services:

- **SUHSD** – EOC counselors facilitate individualized goal setting, neither EOC nor academic counselors utilize a formalized student ed plan, looking at career pathway software

- **Poway** – Student Education Plan to assist w/ “entry” advising meeting. Goals are discussed and noted. ESL completed with ESL advisors, academic completed by a counselor, CTE is by request and completed with a Career Ed Specialist.
- **MiraCosta** – Goal setting and barriers discussed at Career Services offices by “opt-in” process. Noncredit SSSP, ESL & ASE orientations where most do goal setting, one on one meeting with a counselor
- **SD Unified** - one on one interaction w/ teachers
- **SD Continuing Ed** – ABE, HSD, ESL can be very individualized, CTE is goal setting in a group, then come to counselor individually, 18 counselors, 3 DSS counselors for 40,000 students, instructional assistants assist ESL students w/ goals so counselors can be more effective during one on one
- **East Region** – Goal setting is opt in service, use transition map (goal can be short/long term, not necessarily education based), work together backwards based on student goal, ask engaging questions (what’s going on with their lives), each transition specialist is specialized by program area. Committed to giving options based on what is best for the student, not necessarily in East Region. Intake form is a guide but not exhaustive. Transition maps are stored on Google Drive and utilize a student database system (Nuro) to flag students for followup. The transition maps are the students’ ever changing document. Students become aware of transition services during ESL orientation, transition specialists visit all the classes in their assigned program area. They receive referrals from teachers/clerks. They hold office hours at the Career Center, where they refer to all education agencies. They have interpreters for each language, able to pull class rosters to determine which languages are spoken, can combine levels so that higher level students that can interpret, or they use contracted interpreters. Many students looking for volunteer experience in interpreting. Having a language barrier doesn’t mean they can’t work with student to plan their future.

2) Successful Student Education Plans:

- **SUHSD** – EOC counselors help students map out CTE or college via discussion and notes, but don’t use a standard form because plans constantly change, and they might not see them again. EOC counselors recommend to students to do one thing at a time, meaning finish high school diploma or equivalency first before transitioning to college because students can’t get Cal Grant or Pell Grant if they don’t have HSD/HSE. EOC counselors also inform CTE students to get their HSD before transitioning to college. A software program would work better for an ed plan. An SEP would need to be consistently revisited, ownership piece, student puts in their own goals, have access to it and change it. SEP would need to be part of a systematic process that is recognize by teachers and administration.

- **Poway** – brought a copy of their student ed plan (first consortium admin gave them one, then adjusted their form at each adult school). At orientation they fill out as much as possible, ESL student will meet with ESL advisor who will place them, counselor conducts orientations and maintains ABE/ASE forms, teachers gets copies and will review SEPs in PLCs. SEP sent to career specialist if that is indicated. The form continues with student as they move through the programs at Poway, but not through the consortium as of yet.
- **East Region** – See #1 above
- **SD Continuing Ed** – Ed planning is completed during orientation, if there are entry points during the semester, counselors will go in the classroom to invite students to see them individually if additional class will benefit them. Ed plans are online (use Peoplesoft as credit uses, students can access – wouldn't recommend – designed for 4 year institutions)

3) Addressing Career Counseling:

- **SUHSD** – Refer students to Southwestern College's Career Cruising. ONET & Myers Briggs are used on occasion as well. Considering using Thrively since SUHSD district is already purchasing it.
- **Poway** - Students in HSD program are required to do a career portfolio in order to obtain their HSD (and is encouraged for HSE students), it is included in the ESL curriculum. SEP is used to refer students to career education. Conduct small group career counseling that is listed in the schedule of classes & announcements are made in classes. A career plan & interest profile is addressed (align student interest w/ labor market demand & living wage), along with resume writing, how to use the internet for job search. There is a consortium subgroup to better leverage resources for career counseling.
- **MiraCosta** – Career counseling is an opt-in service, students learn about it during orientations & ESL class visits. Career counseling workshops are conducted (sometimes whole classroom workshops) on resume writing, interview practice, job search, ESL student degree evaluation, job fairs. Utilize Workforce Partnership Career Coach – likes the career exploration piece and Indeed job postings, it's free and localized (can be narrowed down to 1 zip code). Students can make an account, has resume building, students go into lab to do it as class.
- **East Region** – also using Career Coach, Business Engagement Coordinator also meets with students regarding the mechanics of job readiness. Ensures that specific companies are familiar with what skills students are exiting their program with. This is a service not limited to

current students taking classes, could be a community member. Industry tours are conducted with instructors. Working on building up IET. Conducted 2 career fairs in the evening so far that were well attended. Works with chamber of commerce & career centers at colleges.

- **SD Continuing Ed** – 2 career counselors for 7 campuses. Classroom presentations depend on instructors inviting them, limited to current students.

4) Student Centered Orientations and/or registration process:

- **SUHSD** – Orientation is a presentation & placement test, and students register for classes with either clerical or counselor depending on what program area they are in (ABE/ASE students see a counselor), intake forms for support services for students who are going to see the counselor, 211 for community services
- **SD Continuing Ed** – College uses online orientation, ppt now becoming a video, working on closed captioning, will use video as the first 20 min of an orientation, rest of time will be to work on an education plan
- **East Region** - Academic orientation checklist for academic advising, refer to transition specialists as needed, receive referrals from high school counselors
- **Question:** How do we address orientations for our diverse CTE population, how many of you collect goal setting barriers online for CTE?
 - **East Region** – online registration process (ASAP) that questions from WIOA entry & update, but doesn't tell us how to help students, are we even looking at boxes checking during registration (collective no)
 - **Poway** – using Lumens, use ASAP for CTE only, collect entry data manually, no process for what to do if particular students have a lot of barriers

5) Tracking students who transition to college:

- **SD Continuing Ed** – Transitioning to credit is within the same institution, so not much emphasis is placed on this. There is a delineation of function with SD Unified, so emphasis is not on transition here either.
- **SUHSD** – EOC counselors track data thru National Student Clearinghouse, for students who interact with them (either thru one on one counseling or group presentations to classes)
- **East Region** – Transition specialists follow up 1 year after transitioning out, provide matriculation and co-enrollment support

- **East Region & ETCN** – Prepare a file to run student names/DOB at Community College
- **Poway** – Students are recorded as going to college but “tracking” is currently not in progress

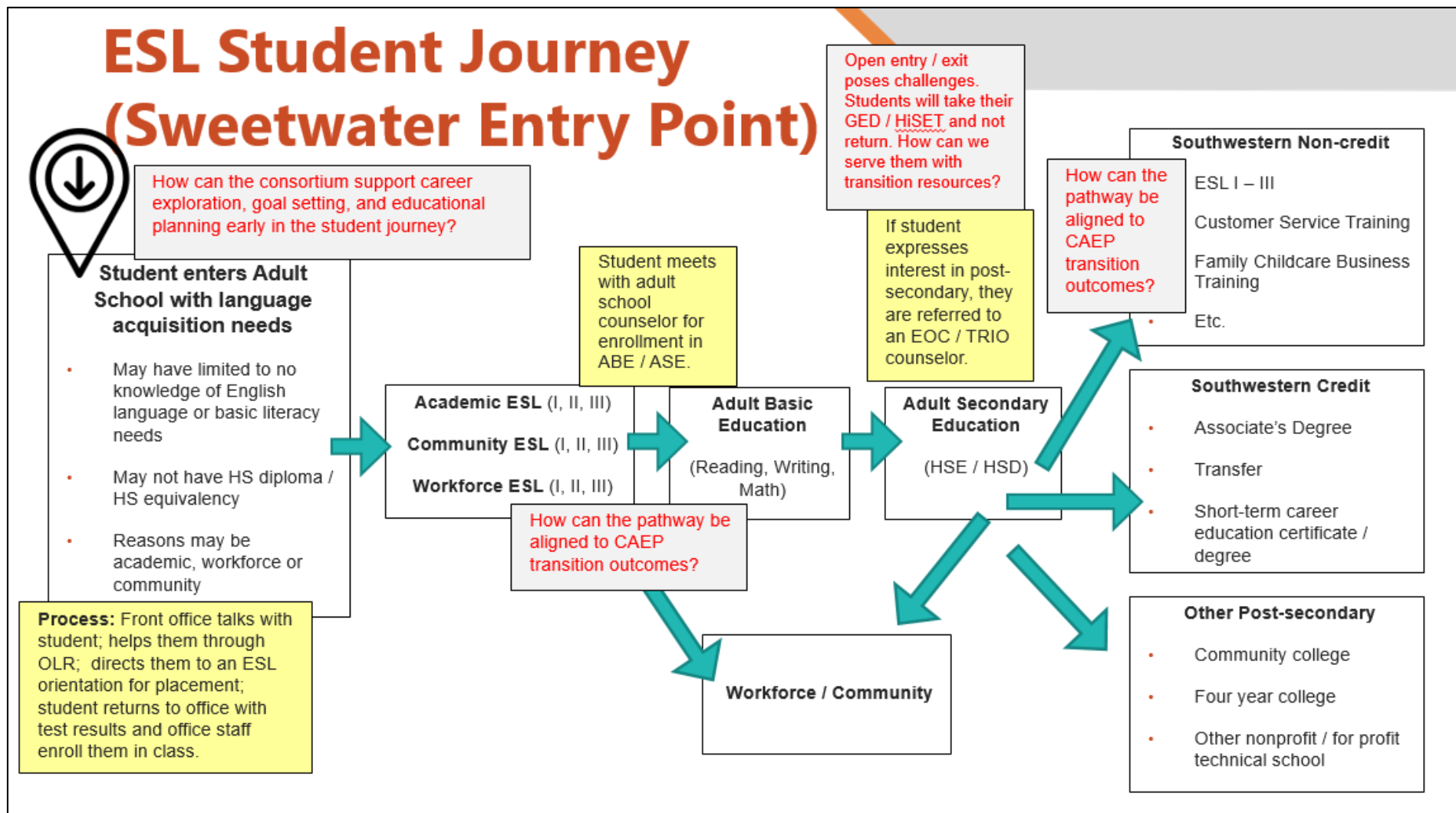
6) Ensuring access to support services for all students throughout their education and training

- **SUHSD** – EOC counselors give info to teachers to share with their students. EOC counselors also present to ESL & CTE classes to remind students what’s available. There is an EOC counselor at each adult school. EOC counselors organize a field trip to Southwestern College to connect students with support services.
- **SD Continuing Ed** – Retention model programs, connect w/ Outreach, direct referral & resources, CalWORKS, Pathways, lending library, barrier grants
- **Poway** – Open door, opt-in model, shared on website/catalog & announced at orientations
- **MiraCosta** – Struggle with awareness, accessing services offsite is a challenge

Hot Topic Discussions

- **Do you award high school credits for classes completed at the community college and, if so, what are your guidelines and any accompanying support documents you use?**
 - Does military have issue w/ accelerated HS diploma? SUHSD EOC counselor asked a military recruiter this question, recruiter recommended high school graduates obtain college credits in order to be competitive
 - Further discussion in future meetings
- **SB554 – Dual enrollment for adult students in high school equivalency programs without fees just passed. How do you see this being implemented?**
 - **Ute provided background info:** SB554 - 1 year of residency established through this, when should we recommend co-enrollment? Sometimes students are better off at the adult schools but many services are at the community colleges, what should we do? Prior learning and work experience matter, how should we provide credit to students? Student support services should have a strong voice in all of this (collective agreement).
 - **Poway** – suggested a homework assignment - Write up on what we do regarding awarding credits
 - Ute to send documentation regarding SB554 to Andrea to send out

**Appendix F.
Preliminary ESL Student Journey Maps**



ESL Student Journey (Non-credit Entry Point)



How can the consortium support career exploration, goal setting, and educational planning early in the student journey?

How can these students be identified and connected to the appropriate program?

Adult School

Students with literacy needs may benefit from ESL / ABE

- Students without a high school diploma / equivalent may benefit from ASE
- Students with degrees in their home country may benefit from foreign degree assessment (work with EOC / TRIO counselor)

Student enters Southwestern College non-credit with language acquisition needs

- Students have varying levels of education, with some that have post-secondary degrees in their home country

Process: Front office talks with the student about their class preferences; accepts and processes their application*

*Non-credit application has recently transitioned to online

ESL I - III

Student can schedule a counseling appointment with non-credit counselor

Could be enrolled at the same time.

Workforce / Community

Southwestern Non-credit

- Customer Service Training; Family Childcare Business Training; Etc.

Southwestern Credit

- Associate's Degree
- Transfer
- Short-term career education certificate / degree

Other Post-secondary

- Community college
- Four year college
- Other nonprofit / for profit technical school