



# South Central Coast Regional Consortium

Adult Education  
Bi-annual Meeting

November 6, 2020

# Agenda

- Welcome
- Adult Education Dual Enrollment SB554 (Neil Kelly)
- Adapting to COVID
- Avoiding the Road to Nowhere (WestEd )
- Break
- Avoiding the Road to Nowhere (cont.)
- SWP Plan: Input and work group formation
- Wrap up and Next steps



# Dual Enrollment for Adults SB554



November 6, 2020  
South Central Coast Meeting  
Neil Kelly

# OBJECTIVES

\* WHY SB 554 AND  
SPECIAL ADMIT



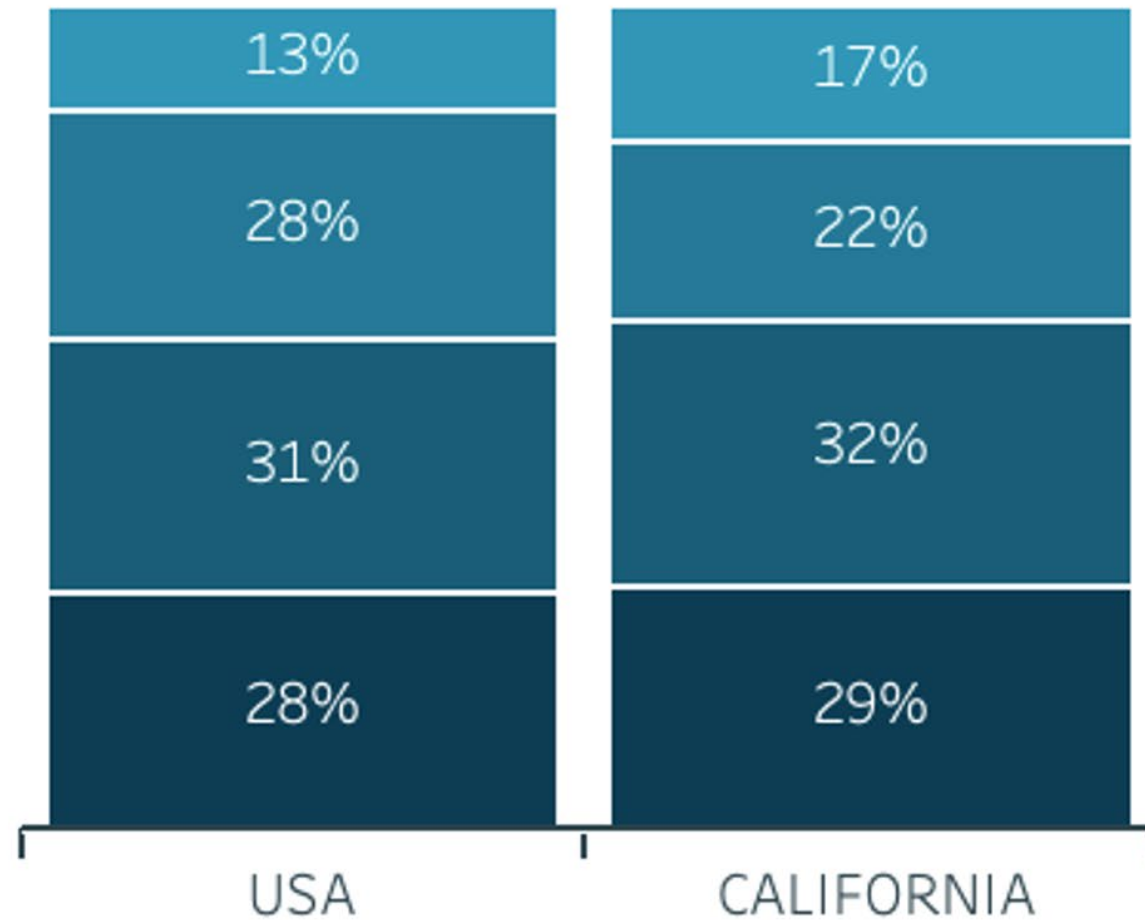
\* DUAL ENROLLMENT  
PROCESS WORKFLOW



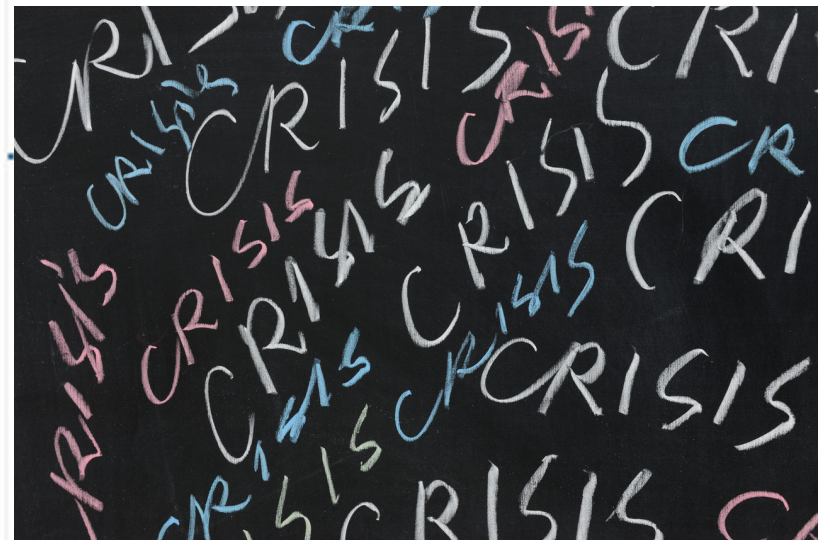
Source: California State  
Fact Sheet;  
Launchboard Adult Ed  
Pipeline

## EDUCATIONAL ATTAINMENT

$n = 29,870,856$



**17% or 5,035,041** adults  
have **less than a high  
school diploma**



● No Diploma    ● HSD or HSE    ● Some College    ● Bachelors+

# Need Gaps in Transitions

Source: Launchboard,  
Adult Ed Pipeline



## 2017/18 students with 12+ contact hours

Adult Basic Education (ABE)	67,874
Adult Secondary Education (ASE)	141, 659
Adult English as a Second Language (ESL)	271,080
<b>Total</b>	<b>480,613</b>
ASE student who enrolled in CTE postsecondary	19,659
ASE students who completed 6+ credit units	7,487

Dual Enrollment students are more likely to...

→ graduate high school

01

→ enroll in college full time

02

→ maintain higher GPAs in college

03

→ persist and complete baccalaureate  
degrees in 4-6 years

04

Positive effects are proportionately greater for students who  
were 1st generation and low socio-economic status



# SB 554: DUAL ENROLLMENT LEGISLATION THAT IS EXPLICITLY EQUITY-FOCUSED



**Senate Bill No. 554**

**CHAPTER 528**



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.

[ Approved by Governor October 04, 2019. Filed with Secretary of State October 04, 2019. ]

## LEGISLATIVE COUNSEL'S DIGEST

SB 554, Roth. Public schools: adult school students: Advanced Scholastic and Vocational Training Program.

Existing law authorizes the governing board of a school district to allow pupils whom the district has determined would benefit from advanced scholastic or vocational work to attend community college as special part-time or full-time students, subject to parental permission.

This bill would authorize the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college, as provided. The bill would credit or reimburse the community college through the apportionment process for the student's attendance at the college, as specified.



SB 554 authorizes "a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college..."

SPECIAL PART-TIME ADMIT IS THE CA DUAL ENROLLMENT MECHANISM



And key differences from  
California Promise.

STUDENTS MAY TAKE UP TO  
11 UNITS IF CONCURRENTLY  
ENROLLED IN A HIGH  
SCHOOL (AND NOW ADULT  
ED PROGRAM)

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COLLEGES RECEIVE  
ENHANCED  
APPORTIONMENT THAT IS  
APPROXIMATELY 1/3  
HIGHER/FTES

COLLEGES MAY WAIVE FEES  
AND TUITION FOR  
NONRESIDENTS AND  
INTERNATIONAL STUDENTS

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SCFF COMPLETION METRICS  
STILL COUNTED WHEN A  
STUDENT TRANSITIONS TO  
1ST TIME COLLEGE  
STUDENT

STUDENTS DO NOT BEGIN  
THE CLOCK ON CAL  
PROMISE UNTIL THEY  
TRANSITION TO 1ST TIME  
COLLEGE STUDENT

---

REQUIRES THE  
AUTHORIZATION OF THE  
ADULT SECONDARY ED  
PROVIDER

AB 2364 (2016) clarified that colleges can waive nonresident fees for special part-time admits and collect FTES apportionment on those enrollments.

**Assembly Bill No. 2364**

**CHAPTER 299**

An act to amend Sections 76004 and 76140 of the Education Code, relating to public postsecondary education.

[ Approved by Governor September 12, 2016. Filed with Secretary of State September 12, 2016. ]

**LEGISLATIVE COUNSEL'S DIGEST**

AB 2364, Holden. Public postsecondary education: community colleges: exemption from nonresident tuition.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes community college districts throughout the state, and authorizes them to operate campuses and provide instruction to students. Existing law authorizes community college districts to admit nonresident students, and requires that nonresident students be charged a nonresident tuition fee unless an exemption is applicable. Existing law authorizes a community college district to exempt from all or parts of the fee a special part-time student admitted pursuant to a specified concurrent or dual enrollment program.

This bill instead would require a community college district to exempt a special part-time student, other than a nonimmigrant alien, as defined, from paying all or parts of the fee if that student is admitted pursuant to one of additionally specified concurrent or dual enrollment programs. Because the bill would require community college districts to determine whether students qualify for exemption from nonresident tuition, it would constitute a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.



CCCCO Aug. 19, 2020  
memorandum highlights:

- MIS Element SB 11  
update- code 21,000 for  
SB 554 students

2. CCCApply will add the  
following enrollment status:  
"Enrolling in adult school  
and college at the same  
time"



**MEMORANDUM**

August 19, 2020

ESS 20-300-004 | Via Email

**TO:** Chief Executive Officers  
Chief Student Services Officers

**FROM:** Raul Arambula,  
Dean, Educational Services & Support

**RE:** Senate Bill 554 Public Schools: Adult School Students - Advanced Scholastic and  
Vocational Training Program

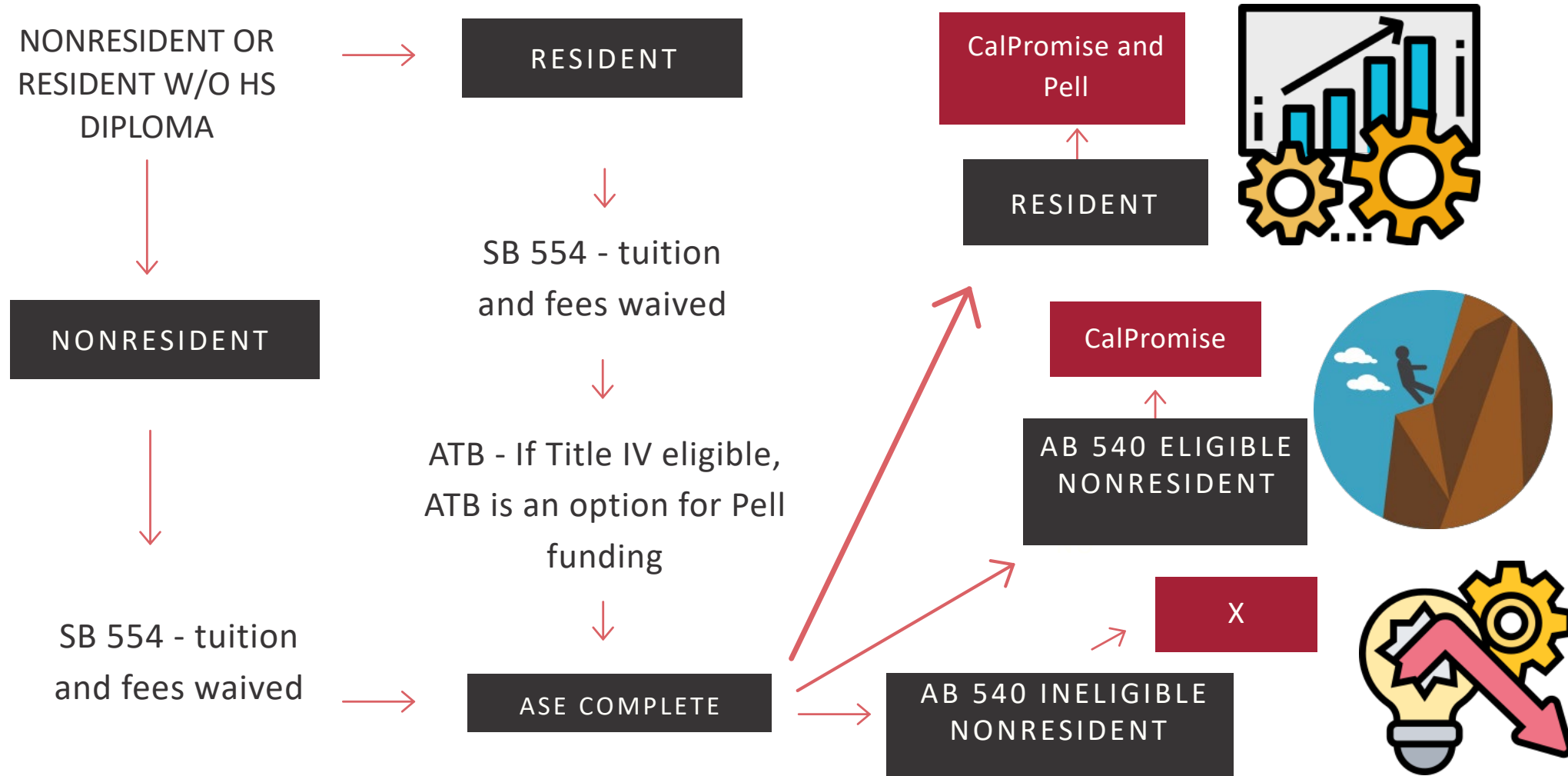
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Senate Bill 554 by Senator Richard D. Roth was signed by the Governor on October 4, 2019 and became effective on January 1, 2020. The legislation expands dual enrollment to include students attending a noncredit or adult education high school diploma or equivalency program.

The bill authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college. This change allows adult students to participate in dual enrollment under Education Code section 76001. In order to receive apportionment for this new category of dual enrollment student, a community college district must add reference to students enrolled under Education Codes §52620 in the district's report of FTES.

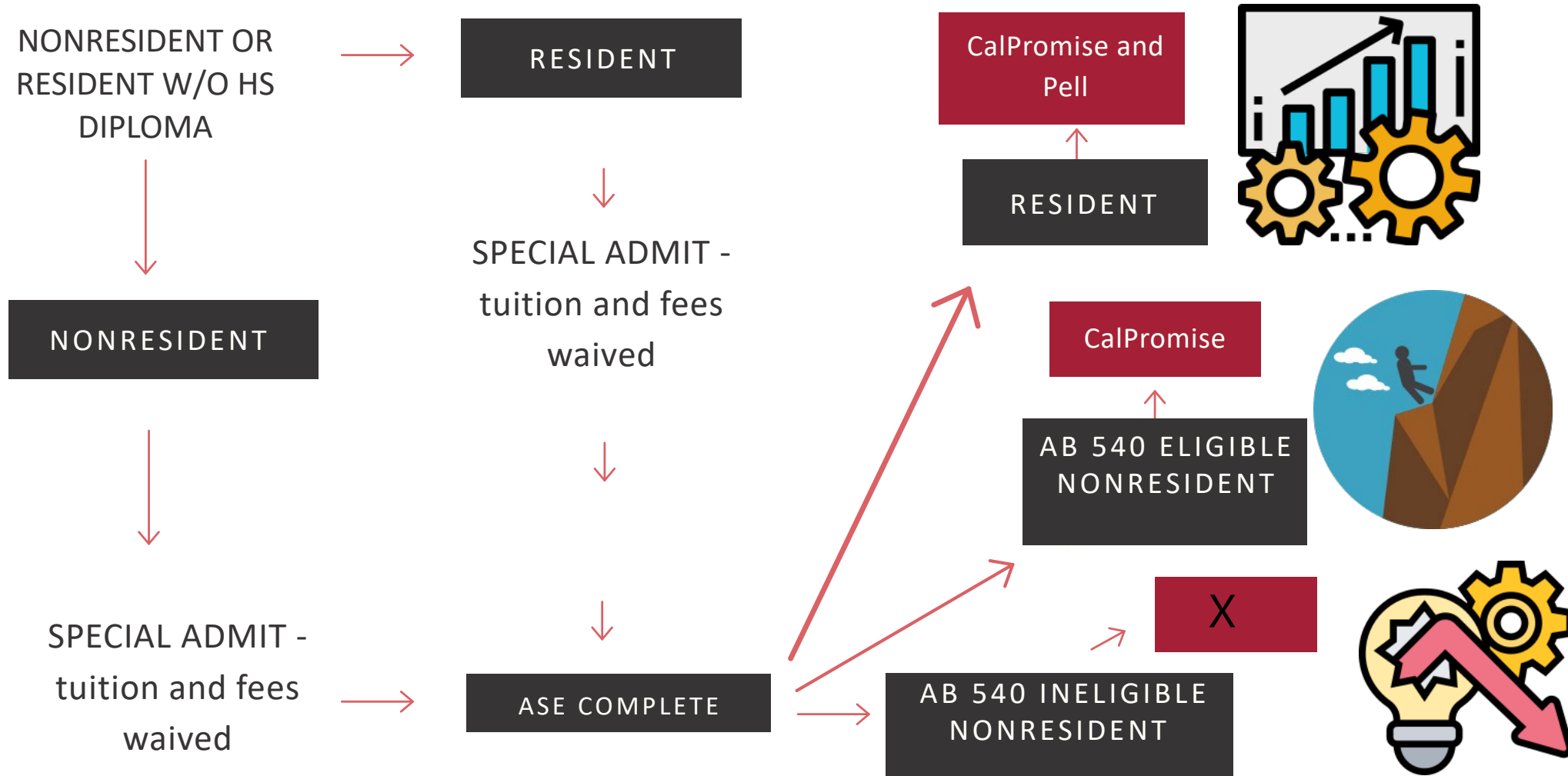
# THE FINANCIAL AID PATH FROM SB 554 DUAL ENROLLMENT TO 1ST TIME COLLEGE STUDENT

## NONRESIDENTS AND RESIDENTS COMPARED



# THE PATH FROM DUAL ENROLLMENT TO 1ST TIME COLLEGE STUDENT

## NONRESIDENTS AND RESIDENTS COMPARED





# Adapting to COVID

CAEP Leads on the call  
Please enter best practices into  
the Google document

# Avoiding the Road to Nowhere

## CAEP CTE Pathways Mapping and Dashboard Initiative

South Central Coast Region  
November 6, 2020

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# Agenda: Avoiding the Road to Nowhere

- CAEP Pathways Mapping Project
  - Purpose, methodology, structure
  - High Level learnings
  - California Regional Education to Workforce Data Tool
- Live Demonstration of Data Tool
  - South Central Coast Case Studies
  - Questions

*BREAK (15 minutes: return at 10:30)*

- *Breakout Groups*
- *Group Discussion*





# Objectives

- Learn about the California Regional Education to Workforce Dashboard
- Explore South Central Coast Educational Data and Labor Market Data
- Identify alignment of South Central Coast Educational Data and Labor Market Data
  - *Adult Education Occupational Training Courses*
  - *Community College Noncredit Courses*
  - *Community College Credit Awards*
  - *Occupational Skill Builder Courses*
- Engage in conversations to identify pathway-building opportunities for South Central Coast



# Postsecondary Education & Workforce Group



The Postsecondary Education and Workforce Development Group at WestEd strengthens the role of higher education, workforce, and economic development programs to improve student access and outcomes in higher education and increases economic mobility for low income families and communities.





# Some of Our Lines of Work



- Leading intersegmental planning with colleges, K12, adult education, and workforce development
- Development of data tools for continuous improvement in postsecondary education and workforce development
- Assisting colleges on implementation of Guided Pathways and systems that increase student equity and outcomes
- Leading conversations on the use of data to increase educational success and economic mobility





# CAEP CTE Mapping Project - Purpose

- Understand the continuum of courses offered by adult education and noncredit practitioners
- Look at the relationship between adult education and credit programs and regional labor markets
- Support local pathway development for consortia and conversations about how to better track pathway data for CAEP students



## Industrial Trades Offerings

### Community College

#### Degrees

**Construction/Skilled Trades**

- Constr Building Insp DVC
- Constr Supervision DVC
- Constr Management DVC
- Plumbing/Steamfitting DVC

**Energy/Bldg Control Sys**

- HVAC DVC
- Energy Systems DVC

**Manufacturing/Industrial Maintenance**

- Electronic Technology DVC
- Instrumentation Tech LMC
- Electrical Engineering DVC
- Electrical Technology LMC
- Appliance Service LMC
- Process Technology LMC
- Welding Technology LMC

**Automotive**

- Automotive Collision CCC
- Automotive Services CCC
- Automotive Tech LMC

#### Certificates of Achievement

**Construction & Building Insp**  
33/48 units DVC

**Constr Supervision**  
30/42 units DVC

**Plumbing**  
28/42 units DVC

**Steamfitting**  
21/52.5 units DVC

**Preapprentice**  
18 units DVC

**Energy Systems**  
26 units DVC

**HVAC**  
18 units DVC

**Industrial Maint. Mechanic**  
37/55.5 units DVC

**Appliance Svs Technology I, II**  
18/27, 26/39 units - LMC

**Electric/Electronic Technology**  
26/39 units DVC

**Electrical Technology**  
42/63 units LMC

**Process Technology**  
35/53 units LMC

**Welding Technology**  
33.5/50 units LMC

**Automotive Technology**  
18/27-LMC, 30/45-CCC

**Automotive Collision Repair**  
37/55.5 units CCC

#### Low Unit Certificates

Plumbing DVC

Steamfitting DVC

Process Tech LMC

Energy Systems - 14 DVC

**Welding LMC**

Appliance Electrical LMC

**Engine Perf LMC**

**Engine Machine LMC**

**Auto Chassis LMC**

**Auto Collision CCC**

**Refrigeration LMC**

**Auto Air Cond LMC**

#### Common/Hinge Courses

Intro to Industrial Trades

### K12 Adult Schools

#### Apprenticeship

**Electrical-302 Ma** **BART Elevator - Ma** **AC Transit - Ma** **NorCal Elevator - Ma**

**Heat & Frost-Loc 16** **CalTrans Paint - Ma** **Roofing/Water - Ma**

#### Entry-Level Certificates/Courses

**Futurebuild Preappr - Pi** **Solar Tech (OSHA 10) - WC, Li**

**Custodial - Pi** **HVAC I, II - WC**

**Building Maint Cert - WC** **Welding Cert - WC**

**Electrical Controls - WC** **Facility Maint Oper - WC**

**General Auto - Li**

## What we Offer

Mapping Offerings that can inform local pathway and curriculum development

# Methodology

- Develop a data structure for coding CTE courses
- Gathered K12 adult course catalogues and scraped data about courses, certificates and programs of study
- Downloaded college noncredit information from CO Curriculum Inventory and employment data using EMSI
- Analysis and organization of the data into infographics and visualizations
- Conduct snapshot vetting interviews with a limited number of practitioners – 14 interviews were conducted (2 per region)
- Development of reports and data tools



# Field Structure

Data Element Category	Data Element
Regions	Macro Region
	Micro Region
School Characteristics	Distict Name
	School Name
	School Type
Course Groupings	SOC Sector
	SOC Code
	Occupational
	Course Type
	Pathway
Course Characteristics	Course Unique ID
	Course Title
	Course Description
	Hours of Instruction Revised [Number Only]
	Hours of Instruction Groupings
	When Course Offered
	Prerequisite Required
	Credit or Non Credit
	Type of Course Cost
	Total Cost of Course [Number Only]
	Online or In-Person
Alignment with CC	Articulation with Community College Y/N
	Articulation with Community College (NAME)
Certifications and Apprenticeships	Certificate Title
	Industry Recognized
	Workbased Learning Y/N
	Workbased Learning TYPE
	Workbased Learning Hours[Number Only]

## Scope and scale

1. Scanned 521 institutions including every CAEP consortium member & additional community providers relevant to the study
2. 225 agencies providing CTE and Workforce Preparation Courses
3. Over 7000 course offerings by community college noncredit, Adult Ed K12, and select other agencies (ROP's, CBO's)



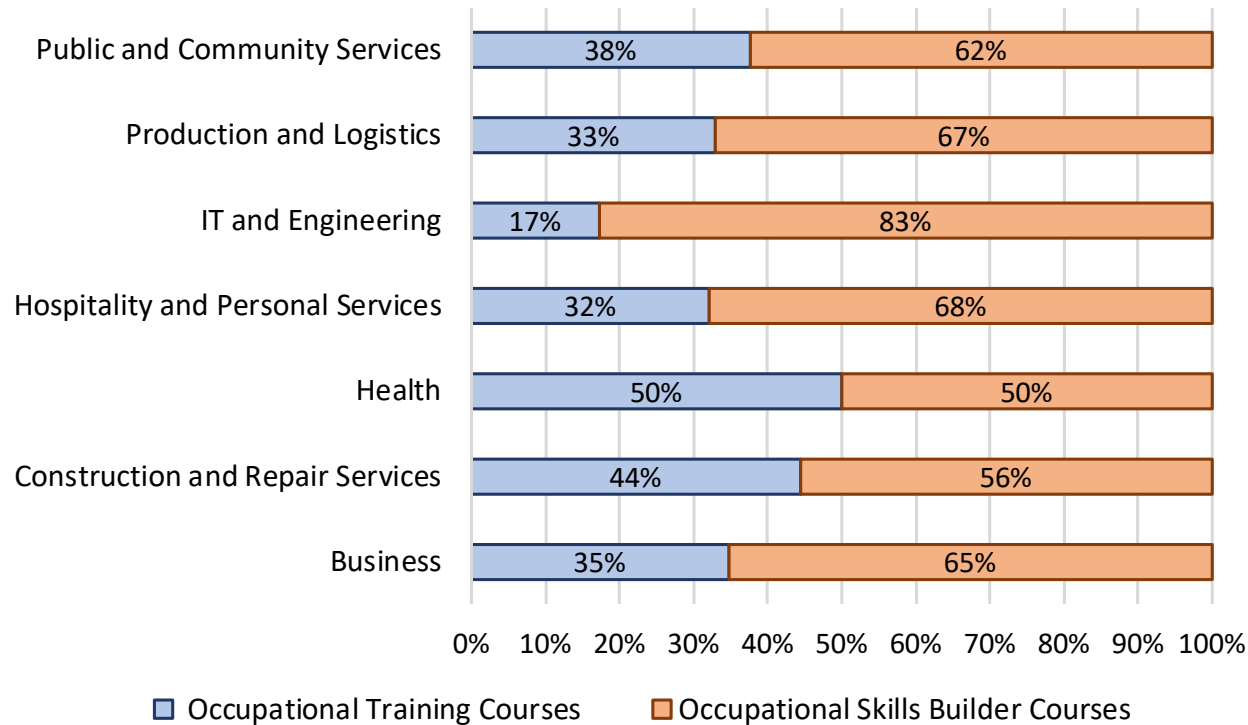
# Organization: Course Types

Adult Education Course Type Categorization Methodology		
Categorized into SOC and Meta Clusters	Occupational Training	<ul style="list-style-type: none"> <li>Teaching towards an identified occupation, certificate, state licensure.</li> <li>Often includes work-based learning.</li> <li>Higher level of instructional hours (150+).</li> <li>Course description notes preparing students for a specific occupation.</li> </ul>
	Occupational Skills Builder	<ul style="list-style-type: none"> <li>May include a certificate in a specific skill or a certificate of completion (i.e. Adobe Professional Certificate).</li> <li>Generally intermediate level of instructional hours (10-150).</li> <li>Includes recertification for professional occupations (i.e. CNA recertification) or refresher courses.</li> <li>Geared towards an industry but not necessarily an occupation</li> <li>Course description notes occupational title of currently employed candidates who may want these skills.</li> </ul>
	Career Exploration	<ul style="list-style-type: none"> <li>Does not include required introductory courses as part of a required occupational program.</li> <li>Course description notes exploring or introducing a particular industry.</li> <li>Generally low level of instructional hours (5-40)</li> </ul>
Stand Alone	Workforce Preparation	<ul style="list-style-type: none"> <li>Basic skills unrelated to a specific industry or occupation (i.e. keyboarding).</li> <li>Basic soft skills unrelated to a specific industry or occupation (i.e. Communicating in the workplace).</li> <li>Basic certificates per WIOA II guidelines (i.e. ServSafe, OSHA).</li> <li>Generally low level of instructional hours (5-40).</li> </ul>

# Organization – Occupational Clusters

Meta Cluster	SOC Cluster
Business	Business and Financial Operations Occupations
	Management Occupations
	Office and Administrative Support Occupations
	Sales and Related Occupations
Construction and Repair Services	Construction and Extraction Occupations
	Installation, Maintenance, and Repair Occupations
Health	Healthcare Practitioners and Technical Occupations
	Healthcare Support Occupations
	Life, Physical, and Social Science Occupations
Hospitality and Personal Services	Arts, Design, Entertainment, Sports, and Media Occupations
	Food Preparation and Serving Related Occupations
	Personal Care and Service Occupations
IT and Engineering	Architecture and Engineering Occupations
	Computer and Mathematical Occupations
None	Military Specific Occupations
Production and Logistics	Farming, Fishing, and Forestry Occupations
	Production Occupations
	Transportation and Material Moving Occupations
Public and Community Services	Building and Grounds Cleaning and Maintenance Occupations
	Community and Social Service Occupations
	Education, Training, and Library Occupations
	Legal Occupations
	Protective Service Occupations

### Occupational Training Courses and Support Courses



Summary AE Data –

Occupational Training  
and  
Occupational Support  
Courses

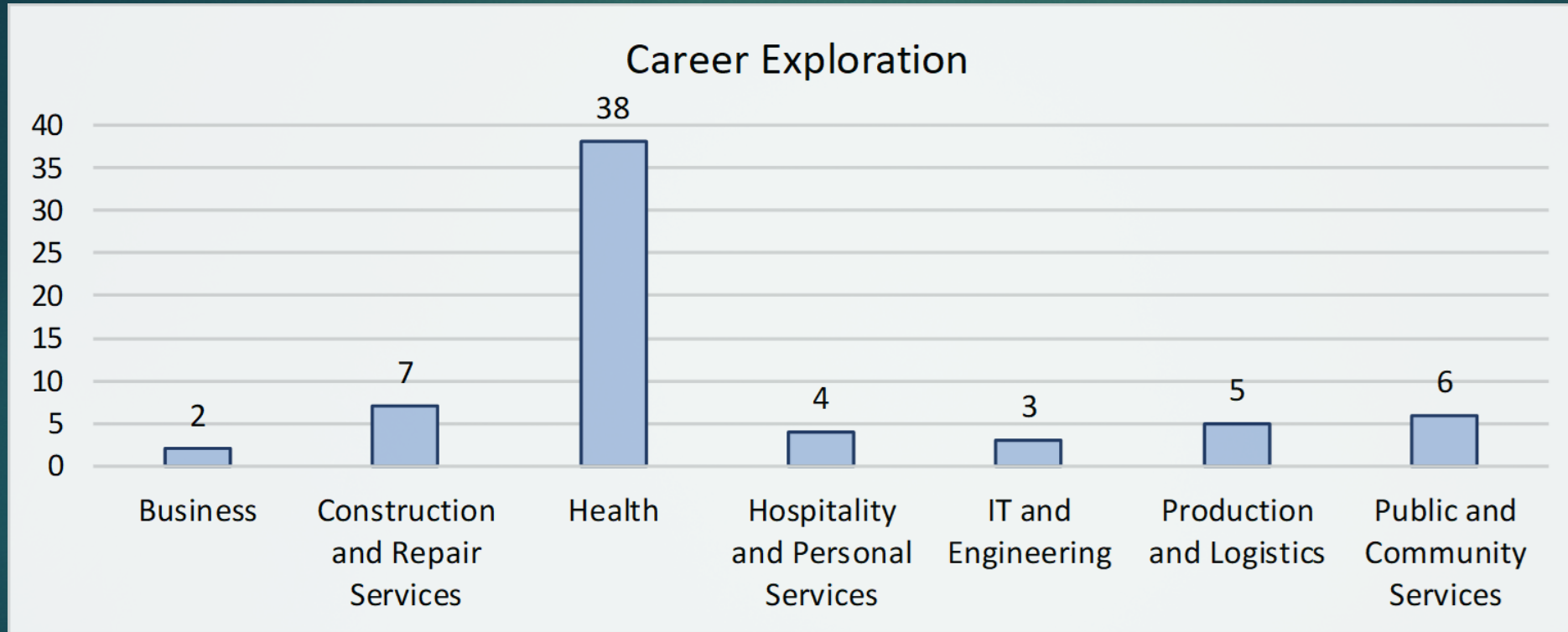


Course Type	Number
Microsoft Applications	468
Basic Computer Skills	442
Workforce Readiness	203
General Business Skills	10
OSHA Certification	10
ServSafe Certification	6
Workplace Communication	2
Personal Finance	2
Transition Support	1

## Summary AE Data – Workforce Preparation Courses



# Summary Adult Education Data – Career Exploration



# Comparison Sets and Grain Size:

After organization into course types and clusters, data was organized into cluster groupings with comparison data sets to support alignment conversations

- K12 Adult Education CTE Offerings
- Noncredit CTE offerings
- Community College CTE Offerings
- Occupations based on educational level – middle skill, below middle skill, above middle skill, no skill required
- Segmentation of data into statewide and regional views



# Questions



# High Level Learnings

- ▶ Regions across California had an even mix of occupational training courses and skills builder courses, as well as occupational sectors.
- ▶ At least a third of the adult education schools did not have any courses clearly listed on their website or in any associated brochures or course catalogs.
- ▶ Limited, unclear, or no information was available online regarding support services offered by schools.
- ▶ Unclear from websites and/or course catalogs whether CTE courses had integrated learning.



# Data Tool Demonstration

**As we go through the demo, reflect on:**

How do you envision using this information?  
Would you primarily use it for program creation  
and modification or also for student counseling?

Write in the chat what you are thinking about  
regarding the data!

First, select a  
Meta Cluster



Meta Cluster Constraint: 17

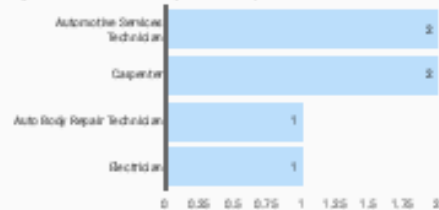
When only a Meta Cluster  
([definition](#)) is selected, you  
are looking at statewide data

South

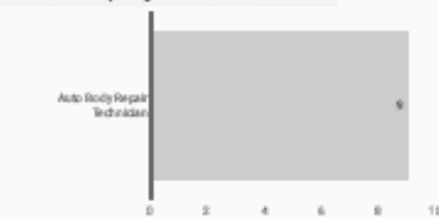
### Educational Data

#### Number of Adult Education Occupational Training Courses

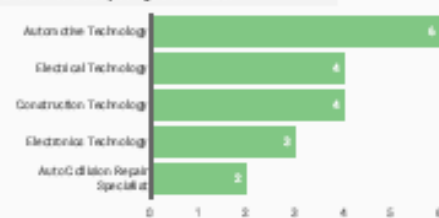
The courses listed below for adult education and noncredit are only CTE Occupational Training Courses. These courses are defined as specific training designed for students to obtain a particular occupation.



#### Number of Community College Noncredit Courses



#### Number of Community College Credit Awards



### Occupational Skills Builder Courses

Pathway Name and	Course Title
1. No Identical and Commercial Constr...	MCCEP0100 Auto body repair to Commercial Technology (3 levels of)
2. No Identical and Commercial Constr...	MCCEP0100 Auto body repair to Commercial Technology (Non-credit level)
3. Automotive Diagnostic, Diagnosis, and...	V02L Auto Mechanic (Permit PM)
4. Collision Repair and Refinishing	Auto Paint and Graphics
5. No Identical and Commercial Constr...	Construction Steel Roof
6. No Identical and Commercial Constr...	Construction Finish Carpentry
7. No Identical and Commercial Constr...	Construction Framing
8. No Identical and Commercial Constr...	Construction Plumbing
9. No Identical and Commercial Constr...	Residential and Commercial Construction
10. No Identical and Commercial Constr...	Home Inspection Certificate

### Labor Market Data

#### Sum of Annual Openings by Occupation

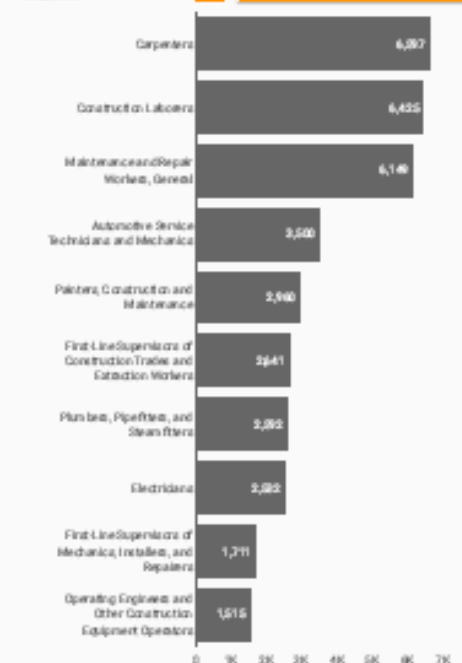
Use the Centers of Excellence  
Self-Sufficiency ([definition](#)) and  
Self-Sufficiency Stage Indicator  
([definition](#)) to further filter  
occupations



OSSE Self-Sufficiency Stage Indicator: Exclude NL



Self-Sufficiency Hourly Wage: 01



# South Central Coast Meta-Cluster Summaries



First, select a Meta Cluster



Meta Cluster

When only a Meta Cluster (definition) is selected, you are looking at statewide data

Next, select a Macro Region

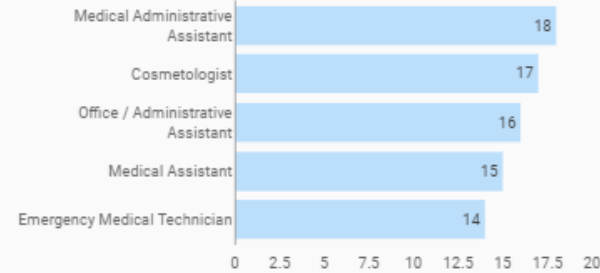


Macro Region: South ... (1)

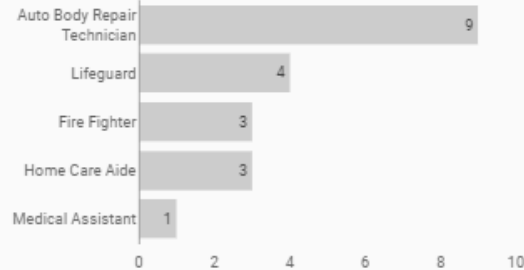
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### Number of Community College Credit Awards



## Occupational Skills Builder Courses

## Labor Market Data

### Sum of Annual Openings by Occupation

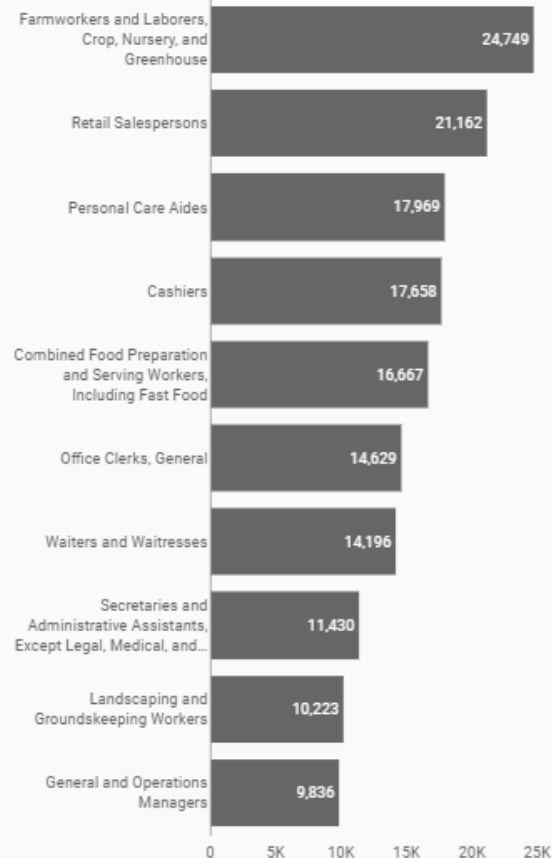
Use the Centers of Excellence Skill Category (definition) and Self Sufficiency Wage Indicator (definition) to further filter occupations



COE Skill Category



Self Sufficiency Hourly Wage



# South Central Coast Meta-Cluster Summaries Public & Community Services



# South Central Coast Meta-Cluster Summaries

## Public & Community Services: Occupational Skills Builder Courses

### Occupational Skills Builder Courses

**Occupational Skills Builder Courses** are often stand alone courses that are designed to provide particular skills to individuals who would like to move forward in their current career. Common features of Occupational Skills Builder often courses include, a certificate in a specific skill or a certificate of completion (i.e. Adobe Professional Certificate), intermediate level of instructional hours (10-150), re-certification for professional occupations (i.e. CNA re-certification) or refresher courses, geared towards a specific industry, such as "business", course description notes occupational title of currently employed candidates who may want these skills. Not every occupational skills builder course will include all of these characteristics, rather, these are the characteristics that generally define an occupational skills builder course.

Pathway Revised	Course Title
1. Ornamental Horticulture	Green Gardener: Module 2 Lab
2. Ornamental Horticulture	Green Gardener: Module 2
3. Ornamental Horticulture	Green Gardener: Module 1 Lab
4. Ornamental Horticulture	Green Gardener: Module 1
5. Fire Fighter	NC.FIRT-009B Fire Investigation 1B-Evidence and Documentation
6. Fire Fighter	NC.FIRT-009C Fire Investigation 1C-Preparation for Legal Proceedings
7. Fire Fighter	NC.FIRT-010 Fire Apparatus Driver/Operator General
8. Fire Fighter	NC.FIRT-011 Fire Apparatus Driver/Operator Pump
9. Fire Fighter	NC.FIRT-012 Fire Apparatus Driver/Operator Tiller Truck
10. Teaching	NC.FIRT-016 Instructor I
11. Teaching	NC.FIRT-017 Instructor 2
12. Teaching	NC.FIRT-018 Instructor 3
13. Teaching	NC.FIRT-019 Ethical Leadership in the Classroom
14. Public Safety	NC.FIRT-020 I-200 Incident Command System
15. Public Safety	NC.FIRT-021 I-300 Intermediate Incident Command System (ICS)
16. Public Safety	NC.FIRT-022 I-400 Advanced ICS



This dashboard was designed to show regionalized labor market data in relation to regional educational offerings. The types of questions this dashboard is designed to answer include:

- What are the most common occupations in my region based on annual openings?
- Do those common occupations meet the self sufficiency wage for my region?
- What educational offerings designed for specific occupations are being offered in my region?
- How do the educational offerings in my region compare to the regional labor market?

First, select a Meta Cluster



Meta Cluster

When only a Meta Cluster (definition) is selected, you are looking at statewide data

Next, select a Macro Region

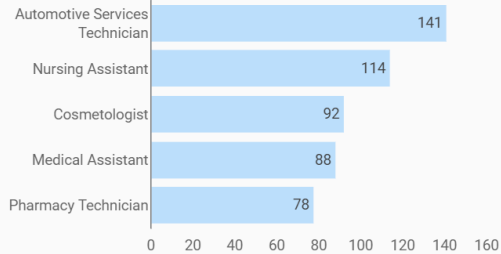


Macro Region

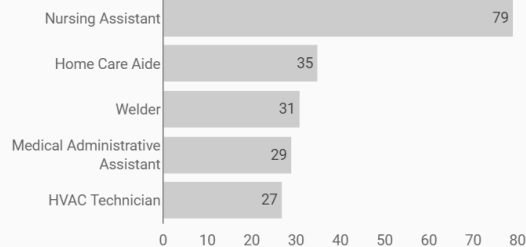
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### Number of Adult Education Occupational Training Courses

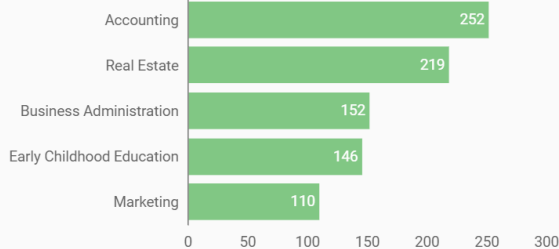
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### Number of Community College Credit Awards



## Labor Market Data

### Sum of Annual Openings by Occupation

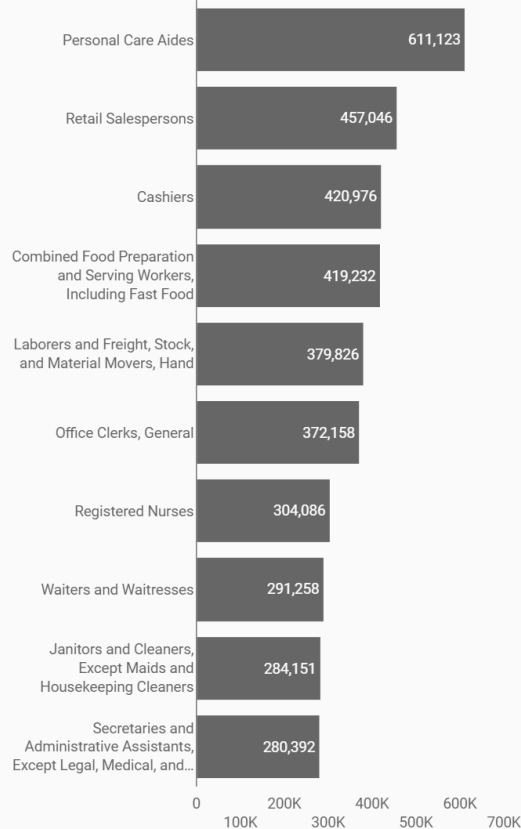
Use the Centers of Excellence Skill Category (definition) and Self Sufficiency Wage Indicator (definition) to further filter occupations



COE Skill Category



Self Sufficiency Hourly Wage



# Adult Ed Education To Workforce Dashboard

Dashboard:

<https://bit.ly/CAEPCourses>

Public Data Set:

<https://wested.box.com/v/201920AECourses>



# *South Central Coast Case Studies*

## Live Demo

# Questions



# Hearing from you

- How do you envision using this information?
- How could you use it for program creation or modification?
- How could you use it to encourage student engagement?



# BREAK

*(return by 10:30)*

# Breakout Groups

In your breakout room, please discuss the following:

1. How could you use this dashboard to inform the regional Strong Workforce plan?
2. How could you use it to strengthen student transitions among the partners in your breakout room ?
3. What are 2 or 3 action steps that come from this discussion?

Identify a notetaker who will briefly share out during the group discussion. [Shared Notetaking Document](https://docs.google.com/document/d/1vSGxbWc6KEG_0dYRDkLINNFv3yWGUoP_UYGhtbN9n_k/edit)

[https://docs.google.com/document/d/1vSGxbWc6KEG\\_0dYRDkLINNFv3yWGUoP\\_UYGhtbN9n\\_k/edit](https://docs.google.com/document/d/1vSGxbWc6KEG_0dYRDkLINNFv3yWGUoP_UYGhtbN9n_k/edit)





# Breakout Group: Discussion

1. Group report out
2. Discussion
3. Next steps?



# Thank you!

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# SWP Plan

- Input and work group formation, if needed
- Wrap up and Next steps



# THANK YOU!

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