

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 24, 2018, 11:00 PM UTC Action Taskman

# 32 Coastal North County Adult Education Consortium

## Plans & Goals - Consortium Approved

### Executive Summary

The Coastal North County Adult Education Consortium (CNCAEC) has been striving to increase and improve the adult education opportunities for residents of the north San Diego County region. In recent months the CNCAEC has undertaken a self-evaluation process to identify areas of improvement and create a more robust structure to achieve the intentions of the AB86 legislation. In that process, we recognized that we, as a Consortium, do not have a clearly defined vision and we will incorporate that into our next 3-year planning process to ensure we align our plan with the values of the CNCAEC members. The CNCAEC is proud of the work that has been accomplished in this past year. We have expanded our class offerings with adult education opportunities now available in all six of our region cities: Cardiff-by-the-Sea, Carlsbad, Carmel Valley, Encinitas, Oceanside, and Solana Beach. This expansion has resulted in an increase of locations by 61.5%, courses offered has increased by 29%, and the number of students served has increased by 35.9%! The career services specialist has continued working in classrooms with groups of students, coordinating job fairs and related events, and has provided job coaching to 87 individuals with several of those students now gainfully employed. This year we were also able to offer child care services for our students at three different locations with over 100 students accessing this benefit. In student focus groups we learned that for several of our students, this service made it possible for them to attend classes in the MiraCosta College Adult High School. The primary goals for the coming year are to increase support services to all students, particularly at offsite locations and evening/weekend classes; establish a GED testing site to serve the region; improve opportunities for adult education students to transition to college or employment; and continue development of IET programs that contextualize basic skills or ESL into career education programs. The sole education provider in the CNCAEC, MiraCosta College, is implementing a new structure in support of AEBG that will be faculty-driven to ensure that strategies identified in the plan are achievable. The workgroups have already identified 15 areas from the original plan that still need attention, and those areas are aligned with the goals of the CNCAEC's plan.

### Regional Planning Overview

The Coastal North County Adult Education Consortium (CNCAEC) is currently examining its structure and practices to identify areas of improvement. As part of that process we have realized that a more robust structure needs to be created to effectively implement the work of AEBG as well as embark on development of the next 3-year plan. At this time, that structure has not been fully approved but will likely include the creation of a CNCAEC Steering Committee with representation from community partners with a vested interest in providing adult education to residents of the region (e.g., workforce investment board, regional centers, NGOs, employers) as well as faculty representatives from MiraCosta College. The primary difference here from our prior process is that this structure will continue into the future to ensure the work identified in the plan will be effectively accomplished.

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## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Leadership, dedicated staff, and release time for faculty to continue the consortium work.

#### How do you know? What resources did you use to identify these gaps?

Identified in the original plan; dedicated staff have been hired but faculty structure was never created.

#### How will you measure effectiveness / progress towards meeting this need?

Dean's office will maintain records of meetings and participants; faculty work-groups will document plans and activity results.

## Regional Need #2

### Gaps in Service / Regional Needs

Significant number of potential students in our region that are not being served.

### How do you know? What resources did you use to identify these gaps?

Identified in the original plan; 2017 fact sheet.

### How will you measure effectiveness / progress towards meeting this need?

Responses to student surveys; change in enrollment and completion rates.

## Regional Need #3

### Gaps in Service / Regional Needs

Computer classrooms and facilities at all sites.

### How do you know? What resources did you use to identify these gaps?

Identified in the original plan; feedback from sites where technology has been implemented indicates the value.

### How will you measure effectiveness / progress towards meeting this need?

MCCD AEBG office will maintain an inventory list of all technology including type, site, date, etc.

## Regional Need #4

### Gaps in Service / Regional Needs

Comprehensive support services and resources for all programs and sites.

### How do you know? What resources did you use to identify these gaps?

Identified in the original plan; 17-18 faculty groups identified the need as well.

### How will you measure effectiveness / progress towards meeting this need?

MCCD AEBG office will maintain a history and schedule of offsite visits.

## Regional Need #5

### Gaps in Service / Regional Needs

STV students and potential students lack knowledge and information about programs and pathways.

### How do you know? What resources did you use to identify these gaps?

Identified in the original plan.

### How will you measure effectiveness / progress towards meeting this need?

MCCD AEBG office will maintain a history and schedule of classroom visits by guest speakers, credit CE faculty, etc.

## Regional Need #6

### Gaps in Service / Regional Needs

GED testing site to serve all consortium members

### How do you know? What resources did you use to identify these gaps?

Identified in the original plan;

### How will you measure effectiveness / progress towards meeting this need?

Establishment as an official GED testing facility

## Regional Need #7

### Gaps in Service / Regional Needs

Comprehensive tutoring services for all sites

### How do you know? What resources did you use to identify these gaps?

Identified in the original plan

**How will you measure effectiveness / progress towards meeting this need?**

MCCD AEBG office will maintain a history and schedule of offsite visits by student services, career services, tutors, etc.

**Regional Need #8**

**Gaps in Service / Regional Needs**

Lack of DSPS counseling services

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan

**How will you measure effectiveness / progress towards meeting this need?**

DSPS counselor will maintain records of appointments, Academic Accommodation Plans, etc.

**Regional Need #9**

**Gaps in Service / Regional Needs**

Noncredit CTE liaison to advisory boards

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan

**How will you measure effectiveness / progress towards meeting this need?**

MCCD AEBG office will maintain a history and schedule of advisory meeting participation

**Regional Need #10**

**Gaps in Service / Regional Needs**

Lack of dual enrollment, alignment and/or articulation agreements between noncredit and credit courses

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan; Identified by the 17-18 faculty groups for ABE/ASE and STV

**How will you measure effectiveness / progress towards meeting this need?**

Dean's office will maintain records of agreements in collaboration with credit administrators

**Regional Need #11**

**Gaps in Service / Regional Needs**

No clearly defined pathways for noncredit students to pursue

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan; 17-18 faculty groups also identified the need; MCCD is currently implementing guided pathways which will ultimately include noncredit instruction

**How will you measure effectiveness / progress towards meeting this need?**

Pathways will be established with local and state approved curriculum; pathways will be published in the catalog and schedule

**Regional Need #12**

**Gaps in Service / Regional Needs**

Contextualized basic skills courses for noncredit STV programs

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan

**How will you measure effectiveness / progress towards meeting this need?**

IET program will be developed and implemented

**Regional Need #13**

**Gaps in Service / Regional Needs**

Comprehensive programs to boost employability for AWD

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan

**How will you measure effectiveness / progress towards meeting this need?**

Employability programs will be established with local and state approved curriculum; programs will be published in the catalog and schedule

**Regional Need #14****Gaps in Service / Regional Needs**

Professional development for noncredit associate and full time faculty

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan; 17-18 faculty groups identified the need as well

**How will you measure effectiveness / progress towards meeting this need?**

Dean's office will maintain records of local, state, and regional professional development opportunities along with which faculty attended, etc.

**Regional Need #15****Gaps in Service / Regional Needs**

Limited partnerships with regional centers and other providers in support of AWD students

**How do you know? What resources did you use to identify these gaps?**

Identified in the original plan; 17-18 faculty groups identified the need as well

**How will you measure effectiveness / progress towards meeting this need?**

AEBG office will maintain records of referrals

**Gaps In Service****New Strategies****Strategy #1**

Gaps/Needs #2: AHS faculty workgroup will research opportunities for offering classes at other locations and provide input to the next.

**Strategy #2**

Gaps/Needs #6: Dean to continue working with facilities, information services, and fiscal services departments to establish MCCD as a GED testing site.

**Strategy #3**

Gaps/Needs #6: Faculty workgroups to explore other industry or discipline certification exams that could be offered through the AEBG established testing center.

**Strategy #4**

Gaps/Needs #7: Extend hours for computer labs.

**Strategy #5**

Gaps/Needs #7: Faculty workgroups, in collaboration with the tutoring center, will explore possibilities of embedded tutors in specific classes, and tutoring before/after or alternating days from the class at off-site locations; tutors to visit ESL classes

**Strategy #6**

Gaps/Needs #7: Faculty workgroups to develop directed learning packets for the tutoring center.

**Strategy #7**

Gaps/Needs #7: Establish permanent part time instructional aide for STV (see 3.1.13 above).

**Strategy #8**

Gaps/Needs #8: Establish 0.5 FTE DSPS counselor dedicated for noncredit at CLC (including visits to offsite locations regularly) to conduct intake, establish AAPs for all qualified students, and provide support to those students.

**Strategy #9**

Gaps/Needs #9: STV faculty workgroup and instructional dean will coordinate participation in appropriate college, local, regional, and statewide meetings.

## Seamless Transitions

### New Strategies

**Strategy #1**

Gaps/Needs #1: AEBG Faculty Work Groups to be formed for each program area (AHS, AWD, ESL, STV): Department chair plus 2-3 faculty and 1 counselor/student services members per team; 1 Lead per team to serve on CNCAEC Steering Committee; monthly 2 hr meetings for all workgroups; one 3- hour meeting per semester for all workgroups together; group leads meet 3 hrs/week; Resource staff (e.g. tutoring, career services) will be invited to participate in semester meetings.

**Strategy #2**

Gaps/Needs #2: Contract with independent web development firm with adult education experience and credentials for 2018-19.

**Strategy #3**

Gaps/Needs #3: Purchase 2 computers and chairs to be placed in the "Cisco" lab for tutoring for computer basics students; tutoring to be provided by the Cisco instructional aide during her normal hours.

**Strategy #4**

Gaps/Needs #3: Purchase additional laptops with carts for additional offsite locations as needed.

**Strategy #5**

Gaps/Needs #4: Increase classroom visits to include off-site locations.

**Strategy #6**

Gaps/Needs #4: Create an outreach group with one faculty member from each faculty workgroup, one counselor, student services support specialist, and career services specialist to strategize scheduling and materials.

**Strategy #7**

Gaps/Needs #5: STV faculty workgroup will strategically plan the use of guest speakers in CTE classes in collaboration with the career services specialist during 18-19 and provide input to the next 3-year plan.

**Strategy #8**

Gaps/Needs #5: STV faculty workgroup will research integration and contextualization of basic skills into technical courses during 18-19 and provide input to the next 3-year plan.

## Student Acceleration

### New Strategies

#### Strategy #1

Gaps/Needs #2: Much of the outreach work is being coordinated by the AEBG office; pursue contract with independent web development firm with adult education experience and credentials for 2018-19.

#### Strategy #2

Gaps/Needs #9: Dean will request opportunity to present at next meeting and will work with CE dean to increase noncredit participation.

#### Strategy #3

Gaps/Needs #10: Faculty workgroup leads will plan and host at least one professional development event for noncredit/credit collaboration each year beginning in 18-19.

#### Strategy #4

Gaps/Needs #10: AHS and STV faculty workgroups will research opportunities in 18-19 and possibly include specific activities to achieve this goal in the next 3-year plan.

#### Strategy #5

Gaps/Needs #10: STV faculty workgroup to explore opportunities for dual enrollment, articulation, and/or alignment with credit CE courses and include specific activities, if appropriate, in the next 3- year plan.

#### Strategy #6

Gaps/Needs #11: ESL faculty workgroup to explore new curriculum ideas including literacy level in students' native language (e.g. Spanish, Persian, Chinese) and a College and Career Readiness Writing Course (in collaboration with credit ESL, English and CE faculty).

#### Strategy #7

Gaps/Needs #11: STV faculty workgroup to complete work started in 17-18 to develop a pathways within noncredit.

#### Strategy #8

Gaps/Needs #11: STV faculty workgroup to host planning meetings with credit faculty to extend the pathways and include in next 3-year plan for ongoing support and collaboration among all faculty.

#### Strategy #9

Gaps/Needs #12: ESL and STV faculty developing IET model for the new Office Clerk certificate programs with funding from the Strong Workforce Program at MCCD

#### Strategy #10

Gaps/Needs #13: CLEAR Paths implemented in 17-18; additional course in the path awaiting approval from CCCC.

#### Strategy #11

Gaps/Needs #13: AWD faculty workgroup to analyze data in 18-19 to make informed decision about the need for a full time faculty member based on MCCD Program Review criteria.

#### Strategy #12

Gaps/Needs #13: AWD faculty group will research what is needed in the way of coordination of partnerships with outside agencies, etc. with specific activities, if appropriate, to be included in next 3-year plan.

## Professional Development

### New Strategies

#### Strategy #1

Gaps/Needs #3: Faculty need training on effective use of iPads/tablets in the classroom.

#### Strategy #2

Gaps/Needs #14: All faculty will be provided opportunities to participate in local, regional, and statewide professional development activities.

## Leveraging Resources

### New Strategies

#### Strategy #1

Gaps/Needs #15: Dean and AWD faculty workgroup will work with Linda O'Neal of the Thompson Policy Institute to create a regional collaborative that supports AWD students' transition to work.

## Fiscal Management

**A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.**

MiraCosta College is the only education provider in the CNCAEC based on MOUs with the three member high school districts. Therefore 100% of the funds are allocated to MiraCosta College.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.**

The remaining carry-over funds will be incorporated directly into the 2018-19 budget as reported to the state. The internal processes for the CNCAEC fiscal agent support the assignment of different budget numbers that are used to ensure that first in funds are expended first. The fact that the CNCAEC has expended all 2015-16 allocations prior to the end of the 3-year allowable period demonstrates this fiduciary responsiveness.

## Certification

**MiraCosta CCD, Member Representative**

Kate Alder

Approved

2018-08-24
<b>San Dieguito Union High School District, Member Representative</b>
Manuel Zapata
Approved
2018-08-24



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