

Coastal North County Adult Education Consortium



THREE-YEAR PLAN
June 2019

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Section 1: Consortium Information

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Member Agencies

- MiraCosta Community College District
- Carlsbad Unified School District
- Oceanside Unified School District
- San Dieguito Union High School District

CNCAEC Board Members

- Kate Alder, MiraCosta Community College District (Chair)
- Manuel Zapata, San Dieguito Union High School District (Vice-Chair)
- Vicki Gravlin, Oceanside Unified School District
- Vicki Brannock, San Diego Workforce Partnership
- Lupe Gonzalez, Alliance for Regional Solutions



Section 1: Consortium Information

About the Coastal North County Adult Education Consortium

The Coastal North County Adult Education Consortium (CNCAEC) was established in 2014. Through the Consortium, K-12 school districts with MiraCosta Community College District (MCCD) collaborate to serve the educational needs of adults in our region. CNCAEC members are MCCD, Oceanside Unified School District (OUSD), Carlsbad Unified School District (CSD), and San Dieguito Union High School District (SDUHSD). The CNCAEC Board includes partner representation from the San Diego Workforce Partnership (SDWP) and the Alliance for Regional Solutions (Alliance).

MiraCosta Community College District has been the primary provider of Adult Education in the CNCAEC region since 1973. The college has a well-established noncredit program which offers a wide range of educational opportunities to students including English as a Second Language (ESL), High School Equivalency Test Preparation and Adult High School, Short-Term Vocational and classes for Adults with Disabilities. These programs aim to prepare students for a transition to careers, credit programs or both. MiraCosta offers noncredit students strong support including tutoring, a Writing Center, Math Learning Center, library, computer labs, Career Center, counseling services and child care. MiraCosta has built strong partnerships with the K-12 districts in the region, with a focus on student success and community needs. In 2014, these partnerships were formalized, establishing the Coastal North County Adult Education Consortium.

The consortium members are committed to ensuring learners throughout our region have access to equitable Adult Education programs, enabling all students to improve their opportunities for better jobs and lives.

The MiraCosta Community College District serves the communities of Oceanside, Carlsbad, Encinitas, Solana Beach, Del Mar, Rancho Santa Fe and Carmel Valley; however, all programs offered by the college (credit and noncredit) are open to the public, regardless of the city of residence. MCCD's Adult Education program is headquartered at the Community Learning Center in central Oceanside with classes offered throughout the service area.

MCCD respectfully serves our diverse community of lifelong learners by providing a holistic selection of learning opportunities, enabling and empowering learners to live successfully today and in the future. MCCD offers tuition-free noncredit courses and programs in the following academic areas:

- Adult High School
- English as a Second Language and Citizenship
- Adults with Disabilities
- Short-Term Vocational & Workforce Preparation

As we move into the fifth year of the Consortium, a primary goal is to strengthen partnerships with education, workforce, and community partners to continue serving the diverse needs of the Coastal North County Community.

Section 2: Comprehensive Regional Three-Year Plan

2.1 Executive Summary

The Coastal North County Adult Education Consortium (CNCAEC) engaged in a six-month planning process to create this Three-Year Plan. The CNCAEC Board identified the planning structure through the establishment of a Planning Workgroup that included two CNCAEC board members, three MCCD faculty, and community partners representing workforce development, citizenship/immigration integration, and programs for adults with disabilities. As a result three goals were established:

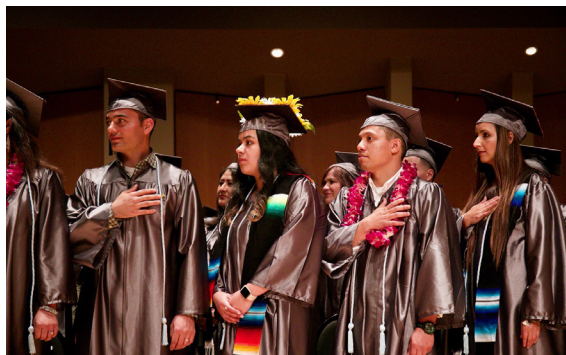
Goal 1: Stabilize, then increase, enrollment by improving student retention/persistence, conducting targeted inreach/outreach, and branding and marketing of CNCAEC.

Goal 2: Create program maps that demonstrate educational pathway options for students and support students in designing individual education plans aligned with the maps.

Goal 3: Inform curriculum and instruction through faculty use of student achievement data, labor market research, community advisors, and other research.

These goals were developed through a robust process informed by faculty and staff meetings at MCCD followed by research and consultation with the CNCAEC Planning Workgroup. The planning process included:

- 4 Instructional Planning Teams identifying Goals and Strategies
- 3 Academic Support Services Reports
- 2 MCCD All Teams Meetings
- Meetings with stakeholder groups
- Research by stakeholder groups
- Solution-Storming Activities
- Student Achievement, Community and LMI research by MCCD
- Stakeholder Planning Retreat



Through this process, CNCAEC has identified the following approach and priorities for its Three-Year Plan:

1. Utilize broad and achievable goals that will make a difference for students.
2. Apply research and best practices when analyzing challenges and finding solutions.
3. Engage in continuous improvement with formal reporting processes and an Advisory Group to support informed decision making.
4. Strengthen collaboration and integration between departments, programs and the community.
5. Increase work readiness and career opportunities for students.
6. Maintain outstanding instructional programs and high levels of Student Services and Academic Support Services to ensure extraordinary educational opportunities in the Coastal North County region.

2.1 Executive Summary

Through the planning process, the team analyzed data from faculty, Academic Support Services, student enrollment and achievement data, community information and labor market research. While this planning process identified many opportunities for the consortium, three goals were identified as critical for the next three years.

Goal 1: To stabilize, then increase, enrollment by improving student retention/persistence, targeted inreach/outreach, and branding and marketing of CNCAEC

Strategies

- Utilize a marketing firm to develop a recognizable and cohesive CNCAEC brand
- Increase strategic outreach to partner organizations
- Increase internal marketing of program opportunities at MCCD

Goal 2: Program maps are created that demonstrate educational pathway options for students and then students design individual education maps to plan their experience at CNCAEC.

Strategies

- Instructional and counseling faculty collaborate to develop default program maps that detail the courses and services necessary for a student to complete a pathway
- Once developed, counselors utilize education maps in supporting students through their educational journey

Goal 3: Faculty use student achievement data, labor market research, community stakeholders, and other research to inform curriculum.

Strategies

- Increase student retention/persistence and cross program collaboration in instruction and program offerings
- Use student achievement data to inform curriculum and instruction
- Infuse Career Skills and Work-Based Learning into curriculum



This ambitious but achievable agenda has the potential to enable CNCAEC to increase the number of students that we reach and better serve those students with practical educational opportunities that will help students achieve their educational goals.

2.2 Pre-Planning Assessment

CNCAEC’s Approach to the Three-Year Plan

In preparation for this Three-Year Plan, CNCAEC spearheaded a series of meetings with a variety of stakeholders to assess and evaluate CNCAEC’s current work, study the needs of our students and the community, and consider opportunities for the future.

CNCAEC’s Board began preparing for the Three-Year Plan in September 2018. The Board has been engaged with the plan development and approved the plan in May 2019. The Board recruited a team of stakeholders to work collaboratively to build the plan. This team included:

- Dr. Kate Alder, MCCD (CNCAEC Board Chair)
- Beatriz Aguilar, MCCD
- Cheryl Harris, MCCD
- Vicki Gravlin, Oceanside Unified School District (CNCAEC Board Member)
- Nathan Molina, San Dieguito Union High School District
- Thomas Marren, North County Immigration and Citizenship Center
- Matt Roman, North Coastal Career Center
- Faculty Team Leaders



Faculty at MCCD are organized into four subject area workgroups for implementation of the existing 3-year plan. Those workgroups served as the AEP Planning Teams and worked to identify Goals and Strategies for the new Three-Year Plan. Two All-Teams Meetings were held with Planning Teams and leaders of some of MCCD’s student and academic support services departments. In the process of preparing the Three-Year Plan, the Teams invested time “solution-storming” and were able to identify areas for improvement and quickly implement those changes. This freed the

teams up to focus on big-picture challenges that involve a multi-year approach. The Faculty Team Leaders were:

- Maggie Hoopes, Adult High School
- Leslie Lewis, English as a Second Language
- Ti Wolpov, Adults with Disabilities and Short-Term Vocational

CNCAEC hosted a Planning Retreat on April 6 which brought together the research and preparation conducted by the stakeholders to finalize a draft of the plan. The draft was then distributed to the Planning Teams, partners, and MCCD leadership for feedback. The final draft was taken to the CNCAEC Board for the first reading in April and ultimately approved in May 2019.

Throughout this Three-Year Plan, CNCAEC has made a commitment to continuous improvement, utilizing research and data in decision-making and leveraging strategic community partnerships to maximize opportunities to our students.

2.2 Pre-Planning Assessment

The following sections highlight the work and research conducted by MCCD faculty and staff and the CNCAEC Planning Workgroup to prepare for the Three-Year Plan.

Adult High School (AHS) Planning Team

The AHS Team has made important program improvements and is in the process of making many more, several that will increase access for students. These include adding AHS classes in additional locations in the community, establishing MCCD as a GED Testing site, and extending hours for the computer labs. Professional development of faculty as well as accountability and tracking of professional development has been a recent focus as well. The major recommendations made by the AHS Team included increasing collaboration between instructional areas and academic support services; creating educational maps of the MCCD Adult Education programs and developing a process for students to utilize these maps in their educational planning; and increasing outreach and marketing.

ESL & Citizenship (ESL) Planning Team

The ESL Team has made several important program improvements for student success. This past semester, the team collaborated with internal partners to stagger the schedule of Student and Academic Support Services visits to classes in order to help students better integrate these resources. With many ESL classes being held in the community, the team worked with the Tutoring Center to increase tutoring access off-site. They also upgraded technology for off-site instructors and will be extending lab hours in the future. The team also increased their partnership with the Writing Center to create more opportunities for students. The major recommendations made by the ESL Team include increasing collaboration with Student and Academic Support Services. The team also saw an opportunity to add professional development for faculty with a particular focus on using data to enhance instruction. Finally, the team recommended increasing outreach and marketing.

Short-Term Vocational (STV) Planning Team

The STV Team is exploring the creation of an Integrated Education and Training Model for its programming, similar to the one that is already in place between ESL and Child Development. STV recently launched new Certificate programs in Microsoft Word and Microsoft Excel to begin building pathways for students. STV is also exploring the possibility of creating a lab, with the goal of training students in a simulated office environment. The major recommendations made by the STV Team were to enhance partnerships with the North Coastal Career Center, to conduct internal outreach about the new certificate programs, and to improve outreach.

Adults with Disabilities (AWD) Planning Team

The AWD Team's most recent focus was adding a Disabled Student Program & Services counselor to Noncredit. This counselor is able to offer specific AWD orientations that help students with their planning and matriculation processes. Faculty have developed a new approach for the AWD program called CLEAR (Career Life Education Advocacy & Readiness) Paths. CLEAR Paths focuses curriculum and instruction on long-term goals for students. In addition, faculty have been preparing a new course entitled Employability Skills, which will start in the fall of 2019. The Team has also been investigating prospective partnerships, and participating in local collaborative meetings.

2.2 Pre-Planning Assessment

AWD's recommendations include working on curriculum for the students with a focus on workforce skills, designing program maps that can help students plan their educational pathways, and continuing to increase collaboration between departments within Adult Education.

MCCD All Teams Meetings

Faculty and staff from all areas serving adult education students were invited to participate in two "All Teams Meetings" held at the CLC. In January 2019 the group participated in a solution storming session where everyone had opportunity to discuss what has and hasn't been working since the original implementation of AEBG and how to move forward. This work informed the planning then conducted by the MCCD Faculty Workgroups in writing goals and strategies for their instructional areas. In April 2019 the large group reconvened to learn how their voices had been captured and participate in developing the logic models used to create the Three Year Plan. Academic support services were identified in both meetings as being critical to student success.

Community Learning Center Writing Center

The Writing Center supports students in both Adult High School and ESL courses. In the Fall of 2018, the Writing Center served a record number of drop-in students and also offered support directly in the classroom. Top student requests included writing feedback, reading strategies, part of speech/grammar and basic study skills including utilizing Canvas.

Mathematics Learning Center

The Mathematics Learning Center supports students in Adult High School courses both one-on-one and in classrooms. This support was identified as a priority for the AHS Team. The Mathematics Learning Center served 38 unduplicated students in Fall 2018 and provided 181 hours of support.

Library

The Library is a highly valued resource for noncredit students who access the library as indicated in the annual student satisfaction survey. Since 2015-16, reference desk transactions have increased by 40% and circulation growth by 18%. In 2018-19, the Library established visits to every ESL classroom.

North County Coastal Career Center (Career Center)

The Career Center in Oceanside provides support to a variety of job seekers, along with facilitating training opportunities. The manager of the Career Center participated in the planning process. He identified several of the most prominent challenges which include the increasing number of homeless individuals coming to the Career Center, a growing number of opportunity youth in the community, and great need for basic skills development for job seekers.

The Career Center identified several critical areas for collaboration and partnership in the future. A recent report showed that from September 2018 until April 2019, 177 WIOA qualified individuals came to the Center walk-ins. Of these job seekers, 145 had significant barriers to employment including experiencing long-term unemployment and underemployment, homelessness, and being in need of English language skills.

2.2 Pre-Planning Assessment

Oceanside Unified School District

Oceanside Unified serves a diverse group of students with a wide range of needs. Unfortunately, a few of the schools in the district are among the lowest performing in the county. The district has identified that a disproportionate number of students of color are suspended or expelled annually. The literacy rate of students of color is also disproportionately low. The district has new leadership and a strong commitment to turn these areas of concerns around. With a new staffing approach and a commitment to professional learning, there is a unique opportunity to strengthen the partnership between MCCD and Oceanside Unified.

The district identified a few immediate opportunities for partnership with Adult Education: pathways from high school to Adult Education and educational opportunities for the many young parents of children in the district.



San Dieguito Union High School District

San Dieguito representatives have identified two areas for collaboration—pathways for refugee students and students with disabilities. The district has a new and growing population of refugee students from Central America. Many of the students have limited exposure to education when they come to the district and will need on-going support after graduation to build work readiness skills.

The district also identified opportunities for increased partnership with students with disabilities. The district shared that it currently serves a growing population of students with autism. There are currently more than 550 in the district. As these students and other students with disabilities prepare for transition after high school, there is a great opportunity to build pathways through MCCD Adult Education.

North County Immigration and Citizenship Center

The Center works directly with immigrants in the community to help them gain legal status and citizenship. While much of the work of the Center is focused on, legal services, they also provide ESL and citizenship classes. The Center shared that many of their students are at a very low-level of proficiency. The focus of their classes are conversation and on basic needs. The clients feel safe taking classes there and may fear coming to MCCD with the increased scrutiny of immigrants recently. The Center identified several opportunities to augment their offerings with higher level MCCD courses.

2.2 Pre-Planning Assessment

CNCAEC Alignment with other Regional Plans and Planning Processes

The CNCAEC has solid representation in the region and in the state to ensure alignment with other regional plans and planning processes. MCCD’s President, Dr. Sunny Cooke was the Chair of California’s Strong Workforce Taskforce which established the Strong Workforce Program in the state. Currently Dr. Cooke is the Chair of the San Diego and Imperial Counties Regional Oversight Committee for Strong Workforce. Dr. Cooke also sits on the Board of Directors for the San Diego Workforce Partnership and the San Diego Regional Economic Development Corporation. MCCD hosts the regional Centers for Excellence, which provides labor market research for the region. Dr. Kate Alder serves on the Workforce Development Council which is part of the region’s Strong Workforce structure. Dr. Alder and Bea Aguilar serve on the San Diego Super Region, a committee of the regional Adult Education Consortium which meets monthly.

This connection to workforce has informed CNCAEC’s Three-Year Plan with a renewed focus on career opportunities for students. During the Planning Retreat, the stakeholders reviewed the chart below identifying common metrics that guide our members.

K-12 Strong Workforce Program	California Adult Education Program	Strong Workforce Program	Short Term Outcomes
Sequence completion Enrolled in job training	Enrollment	Enrollment	(Youth) Enrolled in education or training (2nd & 4th) quarter
Earnings (after CC)	Earnings (2nd quarter)	Earnings (2nd quarter)	Earnings (2nd quarter)
HS graduation CC certificate or degree	Certificate, credential, degree, diploma	Certificate, credential, degree, diploma	Certificate, credential, degree, diploma
Enrolled in CC (1 year), 9 CTE units CC, transfer, apprentice	Transfer between programs or to higher education	Transfer	
Employed in field of study	Skills gain	Employed in field of study	Skills gain
Living wage	Wage gain	Living wage	Wage gain

What does this alignment mean for CNCAEC?

These common metrics offer a clear direction for future programming for CNCAEC and our partners—both helping more students or job seekers and supporting students and job seekers in getting jobs and getting better jobs. Summaries of the work and research of CNCAEC stakeholders is continued below.

There is a remarkable alignment of priorities, values and approaches among the members and stakeholders. While each of the stakeholders is challenged to serve their target population, there is a great opportunity to leverage partners to better serve our students, job seekers and community.

2.2 Pre-Planning Assessment

Table 1: Regional Service Providers

Provider Name	Provider Type	Address	Program Areas							
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS
San Diego Workforce Partnership	Nonprofit	9246 Lightwave Avenue, Ste 210, San Diego	X	X	X	X	X	X	X	X
North Coastal Career Center	Nonprofit	1949 Avenida del Oro, Ste 106, Oceanside	X	X	X	X	X	X	X	X
Department of Rehabilitation	Government	570 Rancheros Drive, Ste. 170, San Marcos					X			
Regional Center	Government	5931 Priestly Drive, Ste 100, Carlsbad					X			
Access to Independence	Nonprofit	1440 South Escondido Blvd., Ste D, Escondido					X			
North County Immigration & Citizenship Center	Nonprofit	120 Stevens Avenue, Solana Beach	X	X	X	X				
San Diego Council on Literacy	Nonprofit	MCCD CLC	X	X	X					

2.2 Pre-Planning Assessment

Table 2: Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
AEP	\$1,222,210	\$1,222,210	\$1,222,210
CCD Apportionment	\$4,253,898	\$4,253,898	\$4,253,898
WIOA Title II	\$535,090	\$535,090	\$535,090
Totals	\$6,011,198	\$6,011,198	\$6,011,198

Self-Assessment

CNCAEC conducted a portion of the Consortium Program Quality Self-Assessment with stakeholders. Twelve individuals answered the survey and the results were as follows:

Doing very well...

- Coordinated, ongoing, consistent student support

Doing well, but needs more work...

- Consortium maintains effective collaborative processes for planning, implementation & accountability
- Consortium demonstrates a “no wrong door” approach
- Proactive counseling and student support

Making progress, but needs improvement...

- Partnerships with local workforce and community service providers

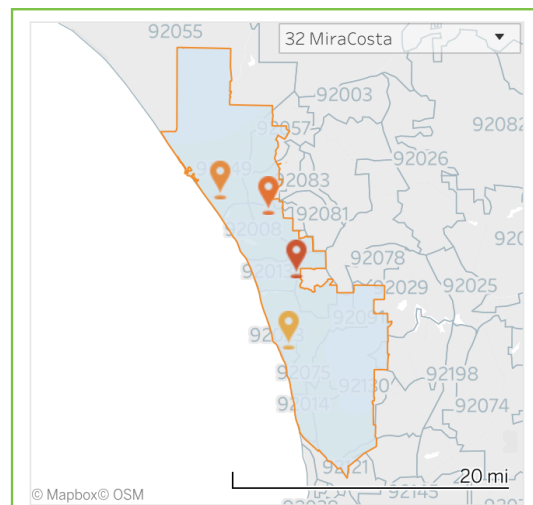
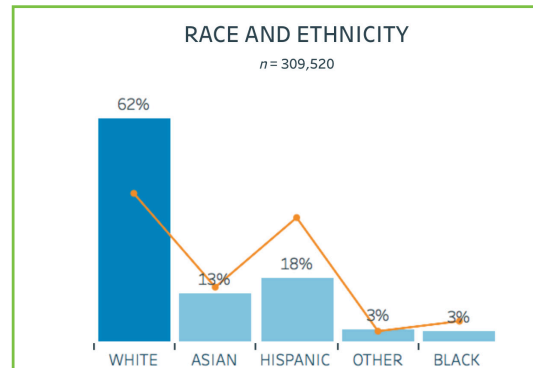
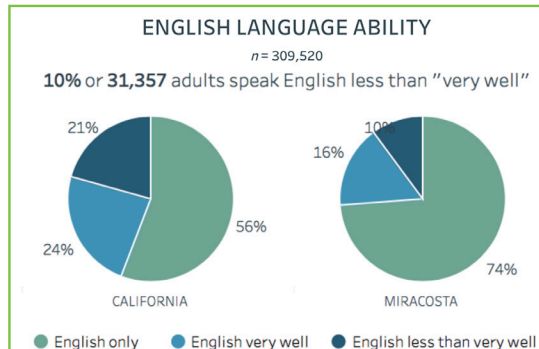
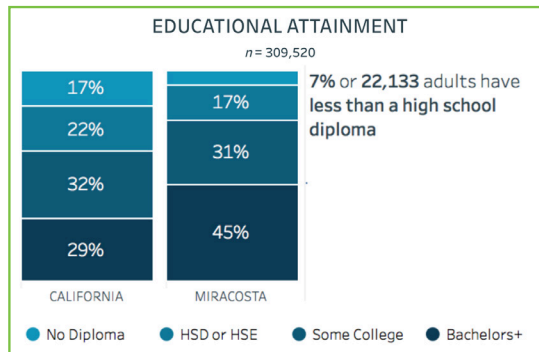
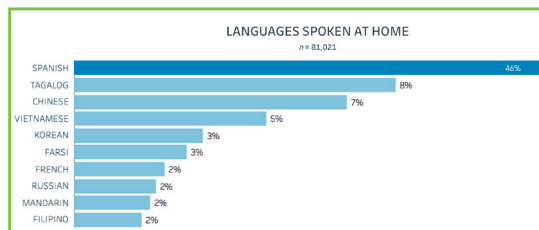
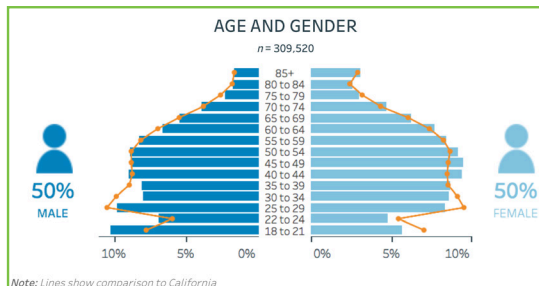
2.3 Community Need and Customers

Regional Demographics

According to data provided by the CAEP Office, there are slightly more than 300,000 adult residents in the CNCAEC service area. Among those adults are 22,133 individuals without a high school diploma, nearly 60,000 living in poverty, and more than 30,000 with limited English. Adults with disabilities include anyone over the age of 18 with any self-care difficulty, hearing difficulty, vision difficulty, independent living difficulty, ambulatory difficulty, a veteran service-connected disability, and/or cognitive disability (US Census).

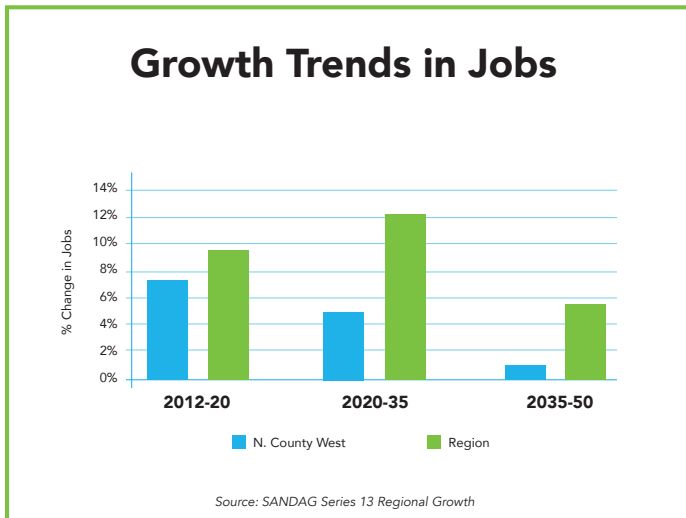
AT-A-GLANCE

-  **309,520**
POPULATION 18+
-  **22,133**
NO DIPLOMA
-  **31,357**
LIMITED ENGLISH
-  **10,574**
UNEMPLOYED
-  **74,882**
FOREIGN-BORN
-  **58,765**
NEAR POVERTY OR LESS
-  **30,836**
ADULTS W/DISABILITIES
-  **44,817**
VETERANS



The Coastal North County Adult Education Consortium serves the northern tip of San Diego County. The Coastal North area is home to more than 400,000 residents, including military families around the West Coast's busiest Marine base, affluent suburbanites and a beach culture that draws tourists and local residents throughout the year. Consortium members include The MiraCosta Community College District, Carlsbad and Escondido unified school districts and the San Dieguito Union High School District. North County has a high concentration of employment in key specialized industry clusters, including defense, aerospace and communications manufacturing. More than half of employers in the region now report that employees or potential employees are deficient in spoken and written English skills, as well as in technology skills.

2.3 Community Need and Customers



Labor Market Information (LMI)

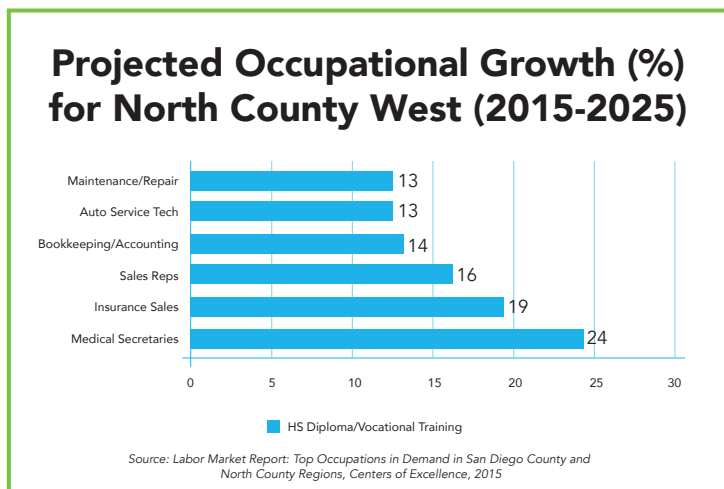
The US Census metropolitan statistical area (MSA) most closely aligned with the MiraCosta College service area boundaries is the “North County West” MSA within the San Diego County region.

US Census projections for our MSA suggest that overall job growth in our MSA is expected to slow, with an anticipated 5% growth in jobs between 2020-2035, and about 1% over the following 15 years.

However, the Centers of Excellence for San Diego-Imperial Counties estimated that 10 year growth (between 2015 and 2025) in employment opportunities for adults with high school degrees (and/or vocational training) living in North County West would grow at about 9%, a faster pace than the general trend described above, and with total job openings in our MSA projected at 23,661.

The top growth occupations requiring a high school diploma and/or moderate vocational training in North County are Maintenance/Repair Workers (13%), Automotive Service Technicians (13%), Bookkeeping/Accounting Clerks (14%), Sales Representatives (16% growth), Insurance Sales Agents (19%), and Medical Secretaries (24%).

(Source: Labor Market Report: Top Occupations in Demand in San Diego County and North County Regions, Centers of Excellence, 2015.)



2.4 Identifying Goals and Strategies

The Goals and Strategies for the Three-Year Plan were identified by the Planning Workgroup, then circulated to stakeholders and MCCD leadership and finally approved by the CNCAEC Board. There was a strong consensus that these were the appropriate priorities for CNCAEC.

Approach and Priorities

CNCAEC determined to set ambitious but broad and achievable goals that would make a difference for students, employers and the community. There is also a commitment to utilizing research and best practices when analyzing challenges and finding solutions. CNCAEC will engage in continuous improvement—setting incremental benchmarks and targets and regularly communicating milestones and challenges to the CNCAEC Board. To successfully implement a continuous improvement approach, CNCAEC identified the need for an Advisory Group consisting of stakeholders, like those who participated in the planning process, to meet regularly in support of MCCD faculty and staff in their work.

Approaches

- Utilize broad and achievable goals that will make a difference.
- Apply research and best practices when analyzing challenges and finding solutions.
- Engage in continuous improvement with formal reporting processes and an Advisory Group to support informed decision making.

Several cross-cutting themes emerged in every part of the planning process. These included the need to increase communication and collaboration throughout Adult Education in the North Coastal region. Communication will

Cross-Cutting Themes

- Collaboration and integration between departments and programs
- Increasing work readiness and career opportunities for students
- Maintaining outstanding instructional programs and high levels of Student and Academic Support Services to ensure extraordinary educational opportunity in the North Coastal region.

be increased between instructional programs and between instruction, Student Services, and Academic Support services. Communication will also be increased between MCCD and partners such as school districts, the Career Center and other agencies.

Another theme that was universal in the planning process was the evident need to increase work-readiness and career opportunities for students. This involves internal and external collaboration and will require more research.

Finally, CNCAEC is committed to maintaining its outstanding programs, unique Student Services and unique Academic Support Services to ensure that adults in the Coastal North County region have access to extraordinary educational opportunities.

These approaches and priorities cross all instructional areas and will inform the work of CNCAEC over the next three years.

2.4 Identifying Goals and Strategies

Goals and Strategies

Through the planning process the Team analyzed data from faculty, Academic Support Services, student achievement data, community information and labor market research. While this planning process identified many opportunities for the consortium, three focus areas were identified as critical goals for the next three years.

Goal 1: Stabilize, then increase, enrollment by improving student retention/persistence, conducting targeted inreach/outreach, and branding and marketing of CNCAEC.

Goal 2: Create program maps that demonstrate educational pathway options for students and support students in designing individual education plans aligned with the maps.

Goal 3: Inform curriculum and instruction through faculty use of student achievement data, labor market research, community advisors, and other research.

Goal 1: Stabilize, then increase, enrollment by improving student retention/persistence, conducting targeted inreach/outreach, and branding and marketing of CNCAEC

According to fact sheets provided by CAEP (<http://caladulthooddev.scoe.net/2019FactSheets>) there is a need for Adult Education services for the more than 84,000 adults living in the Coastal North County region. The data shows that:

- 22,133 of those adults do not have a high school diploma
- 31,357 have limited English
- 10,574 are unemployed
- 36,689 are living in poverty

Furthermore, with researchers predicting a gap of more than 1 million middle skill workers projected for 2025, there is a need for a skilled and trained workforce in this region. The Coastal North County region has a strong economy. Life sciences, manufacturing, health care and technology sectors are all seeking skilled workers.

The three-year planning process identified opportunities for strategic partnerships and collaborations that will directly connect prospective students to Adult Education classes at MCCD. These included:

- Pathways for struggling high school students, with a focus on recent immigrants, to continue education and vocational training after high school
- Pathways for high school students with disabilities to build career skills and transition to careers
- Pathways for newcomers to move from community ESL classes to MCCD
- Pathways for job seekers accessing support at the North Coastal Career Center to help more job seekers get better jobs by increasing their competitiveness with additional education

2.4 Identifying Goals and Strategies

A common concern that was quickly identified in this planning process was the lack of a clear message of what CNCAEC offers or a brand for Adult Education in the Coastal North County region. To counter this challenge, CNCAEC will engage in a branding process and develop a cohesive marketing strategy with the goal of increasing awareness of educational opportunities available through CNCAEC to individuals who would benefit from our services.

CNCAEC will engage in a branding process and develop a cohesive marketing strategy with the goal of increasing awareness of educational opportunities available through CNCAEC to individuals who would benefit from our services.

As a result of this process, CNCAEC will launch a new website and develop branded outreach materials and advertising to promote pathways and courses.

CNCAEC will also conduct internal marketing, "inreach", to promote pathways to existing MCCD students. For example, short-term vocational programs would be promoted to ESL and Adult High School students or Adult High School classes would be promoted to ESL students.

Additionally, strategic marketing and program promotion will take place with credit programs at MCCD as well as external partners such as school districts, nonprofits and the North Coastal Career Center where natural alignment between programs exist. By creating "warmer hand-offs" we can accelerate student and job seeker's journeys through our programs.

2.4 Identifying Goals and Strategies

Goal 1: Stabilize, then increase, enrollment by improving student retention/persistence, conducting targeted inreach/outreach, and branding and marketing of CNCAEC

Inputs	Activities	Outputs	Short Term Outcomes	Intermediate Outcomes	Impact
A branding and marketing firm	Create a CNCAEC brand that is clear to prospective students that Adult Education opportunities are available in the Coastal North County Community.	A new brand is rolled out across CNCAEC	More students enroll in classes >	<ul style="list-style-type: none"> • Gain skills > • Earn certificates, credentials & diplomas • Obtain jobs or get better jobs 	Students increase wages and more earn a living wage
Resources to build a website	Design and launch a CNCAEC website	A new website is launched with information on CNCAEC	Partners and students have a clear understanding of CNCAEC offerings		Employers hire qualified employees in the CNCAEC service area
Materials and collaterals with new branding	Internal marketing to promote programs to faculty and students	4 Professional Development events are held at MCCD	Current CNCAEC students enroll in additional classes in new program areas		
Outreach and A/R staff time	Conduct targeted outreach to partner organizations such as the Career Center, school districts, and other partners	At least 10 targeted outreach events are held at partner organizations	Clients of partner organizations enroll in CNCAEC		
Advertising	Create and launch an advertising plan for CNCAEC	Advertising is conducted as recommended by the plan	Members of the public have a clearer understanding of CNCAEC		
Assumptions			External Factors		
MCCD has program offerings at times and locations that are attractive to prospective students.			Competition for students remains stable.		

2.4 Identifying Goals and Strategies

Goal 2: Create program maps that demonstrate educational pathway options for students and support students in designing individual education plans aligned with the maps.

Currently some students in CNCAEC build education plans with support of counselors based on their current goals. The model is similar to most Adult Education and community college processes and is sometimes described as self-service. In “Redesigning America’s Community Colleges” a different approach is recommended with a focus on building an education plan with a specific and researched career goal in mind. MCCD has been an early adopter of this Guided Pathways framework in its credit programs and has created five Academic and Career Pathways (ACPs). The Three-Year Plan offers the opportunity to begin utilizing that framework to create bridges from adult education to credit coursework. Program maps are a key element of this work.

The term pathways is used across all levels of education although sometimes with different definitions. High school pathways sometimes have a different meaning than higher education pathways while WIOA has yet another definition of pathways for the workforce system. For the purpose of this plan, we will rely on the definition of pathway in both the Higher Education Act and in WIOA which is also supported by CCCCO in Doing What Matters for Jobs and the Economy. The definition is as follows:

A career pathway:

- Aligns with the skills needs of the economy
- Prepares an individual to be successful in any education option
- Includes counseling
- Includes education offered concurrently with and in the same context as workforce preparation
- Accelerates education and career advancement

There are two major steps to implementing this goal:

1. Instructional and counseling faculty collaborate to develop clear program maps that detail the courses and services necessary for a student to complete a pathway
2. Once developed, counselors utilize education maps in supporting students through their educational journey

Developing Default Program Maps

Faculty at MCCD will work together to identify a common framework to map pathways. With MCCD already utilizing ACPs in its credit programs—transferring that model to noncredit programs could be a successful strategy and will assist with the development of bridges from noncredit to credit. Once a framework is developed faculty would work to design maps with the student experience in mind. Data, best practices, partners and employers would all be leveraged to design pathways that support students in meeting their career goals. A deep understanding of the unique needs of Adult Education students would be incorporated including the challenges of balancing family and education, the need for income while attending school and the distinctive role education may play in the lives of newcomers, adults with disabilities, or other populations with unique needs.

2.4 Identifying Goals and Strategies

Counselors Utilize Education Maps

Professional development for counselors, faculty and classified employees will be a critical component for successful utilization of education maps. A key element of ACPs is faculty understanding and promoting of pathways. This new approach will also require technological support to create and manage pathways and monitor student progress.

As stated in **Goal 1**, there was a consistent desire from partner organizations for education maps or pathways. In particular, partners serving high school students requested education maps so that they could better prepare students who were good candidates for CNCAEC for their next steps. Education maps will offer students a pathway to opportunity.

Student Enrollment Experiences

Throughout the planning process, concerns about the enrollment process were identified regularly. There were a range of different concerns which might reflect the variety of needs of CNCAEC students. As a part of a student's overall experience, admissions, records and enrollment of noncredit students will be considered in collaboration with representatives from those areas. Any changes will be identified utilizing data and best practices.

Student Services in Education Mapping

Student Services steps will be identified on education maps including counseling, career center support, accessing child care, tutoring, or others as may be appropriate.



2.4 Identifying Goals and Strategies

Goal 2: Create program maps that demonstrate educational pathway options for students and support students in designing individual education plans aligned with the maps.

Inputs	Activities	Outputs	Short Term Outcomes	Intermediate Outcomes	Impact
<p>Faculty and staff time</p> <p>Data and research</p> <p>A framework for education maps</p>	<p>Each department develops educational maps that demonstrate typical educational pathways through their programs</p> <p>Training is conducted for faculty and counselors on using the maps</p> <p>Counselors use the education maps as a tool in creating educational plans</p>	<p>Multiple educational maps are established for each of the 4 program areas</p> <p>Instructors and counselors are trained in program maps</p> <p>Student and counselors design education maps</p>	<p>Education maps are used to promote program opportunities to prospective students</p> <p>Students use individualized education maps that outline pathways to education and career</p>	<p>More students connect to additional educational pathways or jobs related to course of study</p> <p>With clearer educational pathways established time to completion is reduced</p>	<p>Students increase wages and more earn a living wage</p> <p>Employers hire qualified employees in the CNCAEC service area</p>
Assumptions			External Factors		
Students will take additional courses if they have more information about opportunities that exist within education pathways.			Competition for students remains stable.		

2.4 Identifying Goals and Strategies

Goal 3: Inform curriculum and instruction through faculty use of student achievement data, labor market research, community advisors, and other research.

Faculty workgroups identified a wide variety of areas for curricular changes to ensure that students are achieving and meeting their educational and career goals. Four common themes emerged from the workgroups:

Increasing cross program collaboration in instruction and program offerings

This recommendation is consistent with the ACP framework being used in the education mapping. An example might include contextualizing an ESL class with vocational skills. Some basic needs for these activities will likely arise from the education mapping process.

Using student achievement data to inform curriculum and instruction

An example offered by one ESL faculty member involved considering CASAS testing results to better understand areas where her students were struggling. Other approaches might include using MIS or LaunchBoard data to better understand student results.

Infusing Career Skills and Work-Based Learning into curriculum

With nearly all students ultimately interested in improving their career prospects there is a great opportunity to bring career skills, work-based learning and other employment preparation activities into an adult high school or ESL class. A related area for which faculty have requested professional development include using labor market information (LMI).

Part of the creation of education maps may require the use of LMI to identify appropriate workforce credentials that students. Depending on the framework selected for education mapping, faculty may need to develop foundational courses or other curricular changes identified in their research.

Other considerations might be course delivery methods such as offering online or hybrid courses, acceleration in both adult high school and ESL and offering alternative class sequencing or course lengths.

2.4 Identifying Goals and Strategies

Goal 3: Inform curriculum and instruction through faculty use of student achievement data, labor market research, community advisors, and other research.

Inputs	Activities	Outputs	Short Term Outcomes	Intermediate Outcomes	Impact
<p>Faculty time</p> <p>Student achievement data</p> <p>Labor market research</p> <p>Other research</p>	<p>Faculty teams evaluate curriculum and course offerings in content of student goals for education and career</p> <p>Faculty evaluate student achievement data and student enrollment patterns to identify trends</p> <p>Faculty are trained in how to use labor market research</p> <p>Faculty make strategic improvements to curriculum based on information evaluated</p>	<p>Curriculum and course offerings are updated in all four program areas</p>	<p>Student retention increases</p> <p>Student completion increases</p>	<p>More students:</p> <ul style="list-style-type: none"> • Gain skills • Earn certificates, credentials & diplomas • Obtain jobs or get better jobs <p>More students complete</p> <p>Time to completion is reduced</p> <p>More students connect to additional educational pathways or jobs related to course of study</p>	<p>Students increase wages and more earn a living wage</p> <p>Employers hire qualified employees in the CNCAEC service area</p>
Assumptions			External Factors		
Faculty will be motivated to make changes to curriculum.			Competition for students remains stable.		

2.4 Identifying Goals and Strategies

Progress Indicators

Goal 1: Stabilize, then increase, enrollment by improving student retention/persistence, conducting targeted inreach/outreach, and branding and marketing of CNCAEC

- A new brand is rolled out across CNCAEC
- A new website is launched with information on CNCAEC
- Student enrollment stabilizes and increases
- The number of students completing and earning certificates and diplomas increases

Goal 2: Create program maps that demonstrate educational pathway options for students and support students in designing individual education plans aligned with the maps.

- Educational maps are established in each of the 4 program areas
- Educational maps are used to support students transitioning into adult education from partner organizations such as school districts and the North Coastal Career Center
- Students use individualized education maps for education and career planning

Goal 3: Inform curriculum and instruction through faculty use of student achievement data, labor market research, community advisors, and other research.

- Curriculum is updated in all four program areas
- Student achievement is increased
- The number of students completing and earning certificates and diplomas increases

2.5 Piloting and Implementation

The CNCAEC Planning Workgroup determined that the best course of action at this time is to build upon the work already being conducted and therefore will not be piloting any new programs in this Three Year Plan.

MCCD, as the sole provider of adult education services in the region, has primary responsibility for actual implementation of the CNCAEC Three Year Plans, both original and new. As such, faculty workgroups were formed in Spring 2018 to advance the work of the original plan. Those workgroups include two to three faculty members from each of the four instructional program areas: Adult High School (AHS); Adults with Disabilities (AWD); English as a Second Language (ESL); and Short-term Vocational (STV). There is a faculty leader for each group who coordinates the work of their respective group. These Workgroups were an integral part of the CNCAEC Planning Workgroup and are now charged with ensuring that activities designed to meet the goals of the Three-Year Plan are implemented effectively. With the support of the instructional dean and program manager for adult education, the Workgroups have the ability to carry out curriculum projects, host professional development events, research opportunities for improvement, and resolve issues that arise from the Plan's implementation.

As CNCAEC moves into the implementation phase of the new Plan an advisory group will be created using a similar structure as the 2019 Planning Workgroup. This group will meet semi-annually to learn from each other about changes in the region related to adult education and workforce development; to advise the CNCAEC on areas of improvement; and provide support to the Faculty Workgroups in their implementation work.