

Table 3.1

Implementation Strategies to Create Pathways, Systems Alignment and Articulation among all Consortium Partners

Table 3.1 – Seamless Transitions											
Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	18-19 Activities & General Comments
3.1.1 Continuation of AB 86 Consortium & Leadership Team	Continued collaboration between all partners and for all workgroups	Funding to provide release time to up to 16 workgroup members and 4 administrators	1600 hours per term; about \$100,000	MCCCD as grant facilitator	Student Surveys	Within 1 year		X	X		AEBG Faculty Work Groups to be formed for each program area (<i>AHS, AWD, ESL, STV</i>): Department chair plus 2-3 faculty and 1 counselor/student services members per team; 1 Lead per team to serve on CNCAEC Steering Committee <ul style="list-style-type: none"> Monthly mtgs 2hrs * 4 = 8 hours per semester All Teams mtg 3 hrs * 1 = 3 hrs/semester Leads 3hrs/wk * 4 * 16 = 48 hrs/semester 176 hrs for meetings, 192 hrs for leads, 368 total Resource staff (e.g. tutoring, career services) will be invited to participate in semester meetings
3.1.2 AB 86 Grant Coordinator	Maintain a communication plan, monitor the budget and facilitation meetings	Classified Staff Position (11 month, 40 hr/wk, range 25)	\$58,700 (salary), \$21,000 (health benefits), \$12,600 other benefits Total: \$92,300	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year			X		Converted to full time AEBG Supervisor, 12 month, classified
3.1.3 AB 86 Administrative Assistant	Support for AB 86 the Leadership Team, researchers, Marketing and Communications Director, workgroups, etc.	Classified Staff Position (11 month, 28 hr/wk, range 15)	\$41,100 (salary), \$21,000 (health benefits), \$8,900 other benefits Total: \$71,000	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year	X				Not hired but still desperately needed
3.1.4 AB 86 Research Analyst	Grant specific researcher to collect data that will support planning, implementation and assessment of all AB 86 projects & efforts	Classified Staff Position (11 month, 40 hr/wk, range 37)	\$82,500 (salary), \$21,000 (health benefits), \$19,400 other benefits Total: \$122,900	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	1 year			X		Converted to full time 12 month, funding for position is being shared by NCSSSP 90/10; will change to 80 AEBG/10 WIOA/10 NCSSSP for 2018-19 and forward
3.1.5 Research Firm	Workforce & Economic Development research to support AB 86 projects & efforts	Contracted research firm	\$85,000	MCCCD as grant facilitator	Service evaluation performed by a member of the leadership team	annual				X	No longer relevant

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3.1.6 AB 86 Student Services Specialist – Work Skills Navigator	Support for CTE programs	Classified Staff Position (11 month, 40 hr/wk, range 20)	\$50,500 (salary), \$21,000 (health benefits), \$10,800 other benefits Total: \$82,300	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year			X		Career Services Specialist hired as 12 month full time range 20; funding 60AEBG/40WIOA
3.1.7 AB 86 Student Services Liaison	Support Services are in need of a person that is a point of contact for student activities and support services. There are similar positions for credit students, but someone managing support and student services while making data driven decisions is necessary for non-credit students. This person would work collaboratively with all partners, programs, and service provider’s through the consortium to ensure equitable student services to all students and programs.	Classified Staff Position (11 month, 40 hr/wk, range 25)	\$58,700 (salary), \$21,000 (health benefits), \$12,600 other benefits Total: \$92,300	MCCCD as grant facilitator	Student questionnaires will be circulated and results analyzed to see that students know what services and activities are available to them, and know who to go to (director) in order to get information and direction.	Within 1 year				X	NCSSSP has created this position and hired a full time NC Student Services Specialist
3.1.8 AB 86 Marking & Communications Director	This person would create and implement the consortium’s community relations, marketing, and communication’s programs, including public affairs	Classified Staff Position (12 month, 40 hr/wk, range 30)	\$73,500 (salary), \$21,000 (health benefits), \$15,800 other benefits Total: \$110,300	MCCCD as grant facilitator	Enrollment data	Within 1 year		X			a. Not hired but related duties are now part of the newly approved NC support assistant job description; that position is temporarily staffed now and will be hired permanent in 2018-19; b. Consider contract with independent web development firm with adult education experience and credentials for 2018-19

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3.1.9 AB 86 Events budget	Events designed to promote awareness of all programs and educational pathways for adult students. Events such as Career Technical Education Expos and Matriculation Events	Promotional materials, such as brochures, flyers, etc., as well as food and prize, transportation, speakers, etc.	\$40,000	All partners	Student satisfaction surveys on events.	Within 1 year			X		
3.1.10 Placement and Testing Services (integration) is needed to provide appropriate services to students.	Integrate placement and testing services to allow all 4 current options to be available to any student (CAHSEE, EA, MDPT, competency tests, & GED)	Testing Coordinator (12 month, 18 hr/wk, range 25)	\$28,700 (salary), plus \$6,200 other benefits Total: \$34,900	MCCCD	After implementation, data is analyzed to see which areas are working effectively and which areas could be modified to provide equitable access to all students	Within 1 year		X			Possibly no longer relevant; GED testing being explored under existing structure at MCCD
3.1.11 Counseling deficiencies are causing serious problems within all the district's Adult Education programs	Adult High School, ESL programs, AWD and CTE programs throughout the region are in need of added or increased counseling to ensure collaboration between all programs, better support students, and to provide equitable counseling services for students through the consortium.	Counseling 1 Full time for SDUHSD Part time counseling hours for OUSD Increasing counseling hours for MCCCD	\$85,000 including salary and benefits 10 hrs/week @ \$42.00/hr plus benefits (11 mos) Total: \$23,000 \$46,000	SDUHSD OUSD MCCCD	Once hired, the number of student visits can be recorded and data analyzed to confirm the effectiveness of these positions and the programs and services provided	Within 1 year	X				

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3.1.12 Technology and site resources for adult education programs	All programs should use similar technology to support student learning.	Software and/or computers for all programs	\$350,000	All partners	Technology use reports And student surveys	Within 1 year	X				a. 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 (see 4.1.6 below) b. Purchase additional laptops with carts for additional offsite locations as needed c. Faculty need training on effective use of iPads in the classroom
3.1.13 Support Services are lacking in all adult education programs in OUSD and SDUHSD and are minimal at MCCCDC - more needs to be done to support students in both programs.	Secretarial support is needed for all SDUHSD adult education programs. Additionally, funds for increased support services to students in adult education all programs are needed. Examples of support services need include, but are not limited to: Tutoring, Writing support, librarians, EOPS/CalWorks, DSPS, etc.	FT secretary (SDUHSD) categorical funding	\$68,000 including salary and benefits \$150,000	SDUHSD All programs	Data will be analyzed demonstrating efficiency changes and effect on number of students in the program as well as student feedback about ability to receive necessary support.	Within 1 year		X			a. Increase classroom visits to include off-site locations b. 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
3.1.14 Full time faculty are needed for the adult education programs in the region where none are currently employed.	Full time faculty are needed to run effective adult education programs. These faculty can work on curriculum, collaboration, pathways and more. Faculty in programs where they would be the sole faculty member would also act as program coordinators.	1 full time faculty, Math (SDUHSD – Adult High School) 1 full time faculty, English (SDUHSD – Adult High School) 1 full time faculty, ESL 1 full time faculty, ESL (OUSD)	\$82,000 each, including salary and benefits – about \$246,000 total \$85,000 including salary and benefits	SDUHSD OUSD	Student evaluations, student success rates, etc.	Within 1 year				X	No longer relevant

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3.1.15 Bridge to Success in Math – for noncredit students	This program is being used to help credit students test higher on the college placement test, the same program could be used for adult education student which to enter credit and CTE programs	Faculty coordinator for each sessions; Room rentership funds Instructional aide/tutor	\$36,000	MCCCD	Improvement rates on the placement test, student tracking in the subsequent Math course	Within 1 year	X				AHS faculty workgroup will research possibilities for how to make this happen (e.g. new course? Mirror existing credit course?); collaborate with credit faculty on the implementation ideas
3.1.16 Degree auditing	A computer application is needed to help all programs audit student courses and degrees on the same platform. This program would help students move from one program to the next more seamlessly	Degree Audit Computer program	TBD	MCCCD	TBD	Within 1 year		X			SSSP purchased myEdPlan (Degree Works) for credit counseling and they are in the process of making it fully functional for noncredit
3.1.17 Instructional Materials for SDUHSD and OUSD programs	Due to budget cuts, the SDAS programs (AHS & ESL) and the OUSD ESL programs do not have the instructional materials needed to maintain equitable programs to the others in the consortium	Textbooks and other classroom materials	\$40,000 materials budget for AHS & ESL programs (initial set-up costs) \$5,000/ year after \$28,000 for ESL (initial set-up costs) \$5,000/ year after	SDUHSD OUSD	Student Surveys	Within 1 year				X	No longer relevant
3.1.18 CTE Computer program transitions, various options and levels of difficulty (basic-medium-difficult)	Assessing level of knowledge, lobby for students using handouts, add additional classes in computer related area.	Staff, Classrooms, handouts	\$ 7,100 (about 60 hours per term – faculty), \$900- appropriate benefits, \$1000 per year for handouts, Total: \$9,000	SDUHSD, MCCCD	Compare Syllabi and SLO's, Instructor's input, Counselors'	TBD				X	No longer relevant

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3.1.19 CTE Business Math programs transitioning to Accounting Dept.	Compare syllabi of Business Math courses in HS & MCCCDC, make sure they cover the same basic facts to transition to Acct. dept. Address differences.	Staff to make comparisons, rework syllabi where adjustment is necessary.	\$ 3,000 (about 50 hours – faculty) \$370 appropriate benefits Total: \$3,370	El Camino HS, La Costa Canyon HS, Ocean Shores HS, Oceanside HS, Torrey Pines HS and MCCCDC.	These programs are already Articulated into MCCCDC Accounting Department.	TBD				X	No longer relevant – did not apply to adults
3.1.20 ROP Photo Imaging course into Art Dept.	Consistency taught in HS & MCCCDC.	Staff to make comparisons, rework syllabi where necessary.	\$ 900 (about 15 hours) \$110 benefits Total: \$1010	Canyon Crest Acad. And MCCCDC.	Already Articulated	TBD				X	No longer relevant; ROP out of existence
3.1.21 Design/Architecture classes need to transition smoothly into various MCCCDC-DESN classes.	Compare all Articulated classes syllabi, lobby students to various classes, handouts	Staff to make comparisons, rework syllabi where adjustment is necessary. handouts	\$ 3,000 (about 50 hours – faculty) \$370 benefits Total: \$3,370	El Camino HS, La Costa Canyon HS, San Dieguito Academy HS and MCCCDC.	These programs are already Articulated into MCCCDC Design Dept.	TBD				X	No longer relevant – did not apply to adults
3.1.22 Automotive Technology	Compare all Articulated classes syllabi, lobby students to various classes, handouts	Staff to make comparisons, rework syllabi where necessary.	\$ 3,000 (about 50 hours – faculty) \$370 benefits Total: \$3,370	San Dieguito Academy, Torrey Pines High School	These programs are already Articulated into MCCCDC Automotive Dept.	TBD				X	No longer relevant – did not apply to adults
3.1.23 Engaging Students in CTE courses through CTE Guest Speakers	Adult Education students need access to CTE instructors who can answer questions and improve awareness of CTE courses	Funds to engage Speakers	\$20,000 per year	MCCCDC	Student Surveys	Within 1 year		X			STV faculty work group will strategically plan this in collaboration with the career services specialist during 18-19 and provide input to the next 3-year plan for this
3.1.24 Integration and Contextualization in preparation for CTE programs	Remedial education focusing on math, reading comprehension, computer, and study skills preparation are needed. These topics should be covered with the CTE program requirements in mind.	Collaboration time between instructors in all programs, revised or new curriculum	\$ 7,100 (about 120 hours – faculty), \$900 benefits Total: \$8,000	All Partied	SLO assessments, student surveys, course/program success rates	Within 2 years		X			STV faculty work group will research this in collaboration during 18-19 and provide input to the next 3-year plan for this
3.1.25 Transition Education NCCTE to Credit	CTE programs that are short require strong connections student progression	Work Skills Navigator Mentioned above	See Page 110, Line 5	MCCCDC	Transition and progression rates.	Within 1 year		X			STV faculty work group will strategically plan this in collaboration during 18-19 and provide input to the next 3-year plan for this

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3.1.26 Readiness Criteria	Resources are needed to assess Short- Term CTE students to determine if they are academically prepared to continue beyond short-term certificates	Funds for faculty collaboration on CTE outcomes in all CTE programs	See Objective 6 regarding professional development	MCCCD	SLO assessments, student surveys, course/program success rates	Within 1 year		X			STV faculty work group will strategically plan this in collaboration during 18-19 and provide input to the next 3-year plan for this
3.1.27 CTE Planning Time	Program leaders and instructors teaching CTE courses know that planning is a critical component to transition plans.	Funds for faculty collaboration on all CTE outcomes	See Objective 6	MCCCD	SLO assessments, student surveys, course/program success rates	Within 1 year		X			STV faculty work group will meet regularly as described in 3.1.1 above
3.1.28 Apprenticeship Programs	Because there are no apprenticeship programs in the region, information about options for students outside of the region must be compiled and share with AE students	Promotional materials	\$5,000	MCCCD	Student surveys	Within 1 year		X			Possibly consider for future collaborations regionally or with TCI; Palomar has long standing apprenticeship programs and development at MiraCosta would be directly competitive

Table 4.1

Table 4.1 – Implementation Strategies to Address Identified Gaps											
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4.1.1 Faculty, Administrators, outside firms and budgets to support all Adult Education Programs	Fund rows 1-9 in table 3.1 (see pages 123-124 for more detail)	Faculty, Administrators, outside firms and budgets to support all Adult Education Programs	Approximately \$725,000	MCCCD as grant facilitator	Student Surveys	Within 1 year			X		See Table 3.1
4.1.2 Computer Facilities for all program sites	Computer facilities are lacking at all adult education program sites within the consortium.	6 dedicated computer classrooms	\$900,000	All parties	Classroom usage rates and annual program review	Within 18 months			X		Dedicated classrooms not feasible but laptop carts have been purchased and are being used at CLC, SEC, and offsite
4.1.3 GED Testing License	There is currently NO dedicated GED testing site for students anywhere within the consortium.	Testing license	\$28,000	MCCCD	GED testing report	Within 1 year		X			Purchased 100 test vouchers for GED preparation students; approximately 50 left
4.1.4 Dedicated Testing site/services for all consortium programs	A dedicated testing facility for all program sites which would increase the ease with which adult students test and transition. There are no dedicated testing facilities on either of the primary programs site.	Testing Facility which has dedicated computers and desks and which would serve specifically as a GED testing facility	\$200,000 including facilities remodel cost & computers	MCCCD as grant facilitator	Facility usage reports	1.5 years		X			a. Dean to continue working with facilities, information services, and fiscal service departments to establish MCCD as GED testing site. b. Faculty workgroups to explore other industry or discipline certification exams that could be offered through the testing center.
4.1.5 Support Service Resources for program sites	Adult Education students need better access to comprehensive support services.	Student Services facilities and funding	\$200,000	MCCCD	Student surveys	Within 2 years				X	With Measure MM Bond funds a new student services building is in design stages with groundbreaking scheduled for 2019

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4.1.6 Comprehensive Tutoring Services for program sites	Adult Education student need better access to comprehensive tutoring services.	Math Learning Center facility coordinator and staff Writing & Tutoring Center facility, coordinator and staff	\$200,000 \$350,000	MCCCD	Student surveys	Within 2 years		X	X		a. Extend hours for computer labs b. Faculty workgroups to collaborate with tutoring center to 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 c. Faculty workgroups to develop directed learning packets for the tutoring center d. Establish permanent part time instructional aide for STV (see 3.1.13 above)
4.1.7 Program Partners/ Sites: funding for the implementation of courses and programs at non- consortium sites	Adult education courses are needed throughout the communities included in the consortium region. Funding for increasing locations of courses and programs would better meet the needs of Adult education student closer to their homes	Possible room rentership, but also the possibility of open access to classrooms from local schools or the building of new facilities.	Up to \$250,000 depending on agreements with local schools and businesses for room rentership and other operational costs. Costs for new facilities would need to be determined.	MCCCD, SDUHSD, CUUSD, OUSD	Gap analysis will be performed again, possibly annually, and areas of improvement considered as well as areas needing improvement. Student feedback about locations will be requested and analyzed.	Within 2 years			X		Maintain existing no-cost MOUs
4.1.8 Transportation	Transportation options to support student accessibility to program sites	Vehicles, drivers, insurance, maintenance or transportation contract	\$350,000-\$500,000	MCCCD	Ridership data	Within 1 year				X	This idea was explored but deemed to be unfeasible at this point both technically and fiscally
4.1.9 Childcare for (this is only CLC) program sites	Childcare options to support student participation in the MCCCD adult education programs	Site coordinator, faculty and staff Site renovations	\$250,000 \$200,000	MCCCD	Facility use	Within 2-3 years			X		Child care services are now available by contract with other agencies for 3 sites
4.1.10 Childcare for SDUHSD	Childcare for students enrolled in adult education programs	Funding for childcare	\$100,000	SDUHSD	Childcare use	Within 2 years				X	No longer relevant

Table 4.1 – Implementation Strategies to Address Identified Gaps

Description of the GAP	Strategies to Address the GAP	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	18-19 Activities & General Comments
4.1.11 Classroom Hours, Term-lengths Numbers of course offerings	An increase in classroom hours, term-lengths and number of course offerings are needed for all SDUHSD programs for adult learners.	50% increase in baseline operational cost for SDUHSD programs 30% increase in baseline operational costs for all MCCCC programs	Increase of \$70,000 for Adult high school Increase of \$65,000 for ESL Increase of 1 million dollars for MCCCC adult education programs	SDUHSD MCCCC	Enrollments, student surveys, program review	Within 1 year				X	No longer relevant
4.1.12 Program Site/facility for AWD programs and services	Current facilities are inadequate, or nonexistent, for housing a new program for AWD.	Funding for a new facility, or several classrooms in areas of need throughout the region. Room rentership would also be a possibility.	1.6 million Or \$250,000 for room rentership, depending on agreements with local schools and businesses	MCCCC	Gap analysis will be performed again, possibly annually, and areas of improvement considered as well as areas needing improvement. Student feedback about locations will be requested and analyzed.	Within 2 years				X	Not fiscally possible with the funding received
4.1.13 Comprehensive AHS program for SDUHSD	This program is currently operation on a shoe string budget. It needs dedicated funding, and an increase commitment to the program, to adequately meet the needs of the students in that part of the consortium.	Increased funding and a comprehensive operational budget	TBD	SDUHSD	Student enrollment data	Within 1 year				X	No longer relevant
4.1.14 Counseling and DSPS support services for AWD programs	Dedicated DSPS counseling is needed to support enrolled students	Counselor	\$102,348 + benefits = \$138,700 for a 195 day contract	MCCCC	Student surveys	Within 1 year		X			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

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4.1.15 Funds for subsidized wages	Funding for AWD students who are engaged in work experience opportunities through developed programs is needed	Funding	\$20,000 annually	MCCCD	Tracking student time cards	Within the year				X	Not allowable expense
4.1.16 Noncredit CTE Liaison	There are numerous CTE advisory boards that meeting in and around the consortium region to discuss the CTE needs of students and within programs. A noncredit liaison to the boards is needed	Works Skills Navigator	See table 3.1 for more information	MCCCD	TBD	Within 1 year	X				STV faculty workgroup and instructional dean will coordinate participation in appropriate college, local, regional, and statewide meetings
4.1.17 Adequate funding for Short Term CTE not for credit programs	The short term CTE programs at MCCCD must be self-funded (Ed Code 78300). In order to keep the fees affordable to the vast majority of district residents, the cost must be kept as low as possible.	finding	TBD	MCCCD	Enrollment data	Within 2 years				X	Expenses for not for credit programs are not allowable
4.1.18 Adequate industry support	Some companies have supported our CTE programs through donations of metal, but most only applaud our success and employ our graduates without additional support	Work Skills Navigator	See Table 3.1 for more information	MCCCD	Data tracking	Within 1 year				X	Expenses for not for credit programs are not allowable
4.1.19 CTE facilities in the south part of the district	Facilities that match the needs of the broad MCCC District need to be created/attained for all regions within the consortium area.	Facilities	TBD. Depending on the facility and or program created	MCCCD or SDUHSD	Program enrollments	Within 2 years				X	Expenses for not for credit programs are not allowable

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4.1.20 Increased noncredit CTE programs at the CLC	New programs needs to be created to support the industries identified in the BW report	TBD	TBD. Depending on the facility and or program created	MCCCD or SDUHSD	Program enrollments	Within 2 years			X		New program development will be driven by industry advisors, LMI, and other research
4.1.21 Programs for Apprentices	New programs needs to be created to support the industries identified in the BW report	TBD	TBD. Depending on the facility and or program created	MCCCD or SDUHSD	Program enrollments	Within 2 years	X				STV faculty workgroup to explore possible pathways to programs at Palomar
4.1.22 Information on other regional programs for apprenticeships	In the absence of our programs, information about existing programs outside of the region should be shared with students	Promotional materials and a Work Skills Navigator	See Table 3.1 for more information	MCCCD	Data tracking	Within 1 year	X				STV faculty workgroup to explore possible pathways to programs at Palomar

Table 5.1

Table 5.1 – Work Plan for implementing approaches proven to accelerate a student’s progress towards his or academic or career goal.											
Description of the Approach	Tasks/Activities needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	18-19 Activities & General Comments
5.1.1 Create public awareness of programs and outreach to business and consortium members	Liaison to consortium members & local businesses; Articulate MCCCDCTE classes for consortium members; Establish & maintain web site, apps, social media resources for community members showcasing al basic skills CTE opportunities throughout the region	AB 86 Student Services Specialist – Works Skills Navigator AB 86 Marketing & Communications Director	See Table 3.1 lines 6 and 8 on pages 123-124 of the report	MCCCDC	Analysis of any gaps in CTE opportunities from local businesses, as well as analyzing data from consortium members to determine effectiveness of current strategies	Within 1 year		X	X		This work is being coordinated by the AEBG Supervisor and completed by the Career Services Specialist and noncredit support assistants; a contract will be pursued for the website
5.1.2 Alignment and Articulation Agreements for courses	Basic skills courses in both credit and noncredit programs aligned and articulated to allow students to move toward their academic or career goal at an accelerated rate.	Articulation agreements Professional development funding and/or release time to allow for and support for collaboration	See Table 3.1, line 1, and Table 6.2 for professional development	All parties	Student enrollment data, testing data, and success rates in courses.	Within 1 year	X				Faculty workgroup leads will plan and host at least one professional development event for noncredit/credit collaboration each year beginning in 18-19 (also 5.1.11 below)
5.1.3 Alignment, articulation, or common rubrics for all testing tools	Testing tools for placement, competency, and completion should be aligned to provide accelerated pathways for students	Articulation agreements Professional development funding and/or release time to allow for and support for collaboration	See Table 3.1, line 1, and Table 6.2 for professional development	All parties	Student enrollment data, testing data, and success rates in courses.	Within 1 year			X		No longer relevant for all consortium members; MCCCDC has implemented CASAS in all ESL classes, AHS some classes in Spring 18, AWD will begin with some classes in Fall 18

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5.1.4 Dual Enrollments	More noncredit students should be encouraged to consider dual enrollments in noncredit and credit courses. This will provide an opportunity for acceleration towards their career or school goals.	Counselor workshops	TBD	MCCCD	Student enrollment data and success rates	Within 1 year		X	X		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
5.1.5 Pathway Programs	Pathway programs need to be created to demonstrate for students the courses and support services they can take advantage of to meet specific career and educational goals	Marketing and Communications Director in collaboration with program faculty, counselors, CTE programs and faculty, etc.	TBD	All parties	Student enrollment data	Within 1 year		X	X		a. 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) b. STV faculty workgroup to complete work started in 17-18 to develop a pathways within noncredit c. 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
5.1.6 Linked-Learning/Employment Opportunities	Courses taught jointly by adult education faculty and local businesses, with employment opportunities embedded with greatly benefit students	Finding for release-time and collaboration Facilities and or funding for classroom operational costs at locations within the community The Works Skills Navigator could also assist with this	TBD depending on the businesses, programs and facilities involved. See Table 3.1 for information on the Works Skills Navigator	MCCCD	Student and employee surveys	Within 2 year				X	Expenditures on not-for-credit programs are unallowable

Table 5.1 – Work Plan for implementing approaches proven to accelerate a student’s progress towards his or academic or career goal.

Description of the Approach	Tasks/Activities needed to implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	18-19 Activities & General Comments
5.1.7 Noncredit Liaison to CTE Advisory Boards	Noncredit representation at advisory board meetings would create more awareness of noncredit programs and provide opportunities for more collaboration between credit and noncredit CTE programs.	AB 86 Student Services Specialist – Works Skills Navigator	See Table 3.1	MCCCD	surveys	Within 1 year				X	Duplicate to Table 4, Row 16, see 5.1.8 below
5.1.8 Request that the existing Business and CTE Advisory Board create a sub-group focused on vocational-technical skills at the basic skills/non-credit level	Meet with current Board to establish a link from existing credit CTE to non-credit CTE opportunities. Additionally, a liaison to this board should attend meetings, present program options, and create awareness of the short term test-prep options	No new resources needed, these tasks can be accomplished by making a Dean or Full- Time Faculty member responsible for the ongoing duties.	N/A	MCCCD	Ongoing assessment using multiple methods (gap analysis, surveys of business and consortium members)	Within 1 year		X			Dean will request opportunity to present at next meeting and will work with CE dean to increase noncredit participation
5.1.9 VESL classes – contextualized learning, CAREER PATHWAYS	Addition of VESL classes for all programs where students would achieve training for CTE and Vocational programs,	Faculty, program costs, curriculum development and professional development	TBD	All members	Program/course evaluation and student progress towards goals	Within 1 year		X	X		First IET to be implemented in 18-19 between NCELS and credit CD with more in the planning stages in noncredit in 18-19
5.1.10 Distance Learning VESL units for concurrent ESL students- DUAL ENROLLMENT.	Curriculum development	Faculty, program costs, curriculum development and professional development	TBD	ESL Program Directors	Teacher evaluation and student progress towards goals	Within 1 year	X				ESL faculty workgroup will explore hybrid teaching possibilities in 18-19 and will include specific activities, if appropriate, in the next 3-year plan
5.1.11 Collaboration with Credit programs, including Credit ESL	Professional development for instructors, presentations to students, events to promote pathways	Faculty, funding for PD, and events budget		All programs	Track rates of success, retention, and persistence, and matriculation	Within 1 year	X				Faculty workgroup leads will plan and host at least one professional development event for noncredit/credit collaboration each year beginning in 18-19 (also 5.1.2 above)

Table 5.1 – Work Plan for implementing approaches proven to accelerate a student’s progress towards his or academic or career goal.

Description of the Approach	Tasks/Activities needed to implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	18-19 Activities & General Comments
5.1.12 Contextualized Basic Skills courses for CTE programs	In order to provide outreach to CTE faculty & Deans, educate colleagues about benefits to faculty of a contextualized model, a coordinator is needed to develop the contextualized basic skills instruction model that will reinforce the current CTE curriculum & provide a pilot program involving a team teaching model w/ basic skills & CTE faculty to increase student success.	AB 86 Student Services Specialist – Works Skills Navigator Faculty collaboration Curriculum development	See Table 3.1	MCCCD	Collection of data and analysis of program impact.	Within 1 year		X			ESL and STV faculty have begun development of IET model for the new Office Clerk certificate programs with funding from the Strong Workforce Program at MCCD
5.1.13 Articulation Agreements between Adult Education programs and CTE/Credit Programs	Articulation of courses across noncredit and credit program would provide opportunities for acceleration for adult education students.	Articulation counselor, course and program review by committee and, curriculum or CORs, and data to support the articulation plan	TBD	All members	Student tracking	Within 1 year	X				STV faculty workgroup to explore opportunities and include specific activities, if appropriate, in the next 3-year plan
5.1.14 Workability III	Collaborate with DOR and apply for their Workability III program.	MCCCD staff		MCCCD				X			AEBG supervisor is currently communicating with the local Workability office and will coordinate this work through the CLC Career Services Office
5.1.15 Development of programs for Adults with Disabilities CLEAR	Program Coordinator – evaluation of resources in the region and creating of new resources to meet the needs of AWD in the region FT Faculty member – administer services/teach	Program Coordinator FT Faculty Member	\$102,348 + benefits = \$138,700 for a 195 day contract About \$114,000, including salary and benefits –	MCCCD	Enrollments rates and student tracking during and following completion of the program	Within 1 years		X			a. CLEAR Paths implemented in 17-18; additional course in the path awaiting approval from CCCCO b. 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 c. 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

Table 5.1 – Work Plan for implementing approaches proven to accelerate a student’s progress towards his or academic or career goal.											
Description of the Approach	Tasks/Activities needed to implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	18-19 Activities & General Comments
5.1.16 Tutors for AWD students enrolled in programs	Tutors are needed to support AWD students as they enter programs to support their success and transition to other programs,	6 job/Ed coaches w/ special training to assist AWD	Depending on experiences, but starting at \$18-20/hr for 30 hours/week	MCCCD	Annual evaluations	Within 1 year				X	No longer relevant; originally explored a social services model but determined that was not our strength and was better left to the agencies who are experts there (e.g. Workability III)
5.1.17 Coordination of all AWD resources	Coordination efforts would improve student and parent access and knowledge of programs	Project Coordinator	See Obj 3	MCCCD				X	X		See 3.1.1 for description of new team model
5.1.18 Software for AWD and technology resources	Computers and licenses software specifically designed for Adults with Disabilities would be needed to support the program, as well as an ADA approved lab space	Computers, Desks, Licensing	\$175,000	MCCCD	Student surveys and use of space/resources	Within 1 year				X	Each computer lab at CLC has an ADA compliant work station with appropriate software packages to support student needs
5.1.19 Software or a secured site for integrated communications for AWD students	This shared information would be made available to all AWD programs, K-12-14	Software	\$200,000 for initial startup with expected on-going costs.	All Partners	Student records and enrollments, demonstrating collaborative efforts	Within 1 year				X	No longer relevant
5.1.20 Instructional materials for AWD classes	These classes would need materials specifically designed for AWD	Books and general classroom materials, printers, etc.	\$20,000 for AWD program(initial set up costs) 25,000/ year after	MCCCD	Student surveys	Within 1 year				X	Requested supplies are being ordered and a secured space has been designated in the AEBG office at CLC

Table 6.1

The table below identifies current, effective professional development strategies carried out by the consortium members that could be adapted for consortium-wide use.

6.1 Current Professional Development								
Topic	Professional Development/Strategy	Program Areas Addressed	Estimated Cast to implement consortium wide Timeline	NS	IP	O	C	18-19 Activities & General Comments
6.1.1 Multiple professional development topics	Participation in MCCCCD's Flex Program by all full time faculty	All Areas	Approximately \$3,200 per full time faculty member from programs and partners other than MCCCCD. This is an annual cost.				X	Partner participation no longer relevant
6.1.2 Professional development topics in the area of distance education for adult learners and adult literacy	Participation in OTAN and CALPRO professional development opportunities for faculty in all programs	Curriculum	Approximately \$3,200 per full time faculty member from programs and partners including MCCCCD. This is an annual cost.			X		Faculty are supported in attending relevant conferences, etc.
6.1.3 K-12 Professional development	Professional development in the K-12 is specific to needs as they present. An example of this would be training on Common Core standards for K-12 teachers	Curriculum	These costs are determined on an as needed basis by the K-12 districts and depend on their annual budgets. This is an annual cost.				X	No longer relevant
6.1.4 SELPA and NCCSE	K-12 AWD programs have access to training and conferences provided by these groups. All AWD programs should be attending these trainings and conferences	AWD	Approximately \$3,200 per full time faculty member in the AWD program(s) This is an annual cost.				X	Dean serves on the NCCSE Transitions Task Force

Table 6.2

The table below addresses topics the consortium considered priorities for *collaborative* professional development. It includes topics to help achieve integration among consortium members and improvement of student outcomes.

6.2 Collaborative Professional Development Plan								
Topic	Professional Development/Strategy	Program Areas Addressed	Estimated Cast to implement consortium wide Timeline	NS	IP	O	C	18-19 Activities & General Comments
6.2.1 Curriculum	Consortium members would attend and occasionally host professional development workshops that include learning about and research on best practices about curriculum types, models (traditional and accelerated), and implementation for AHS programs	The need to have current and applicable curriculum that meets student needs and provides opportunities for career or college success.	\$40,000 total These numbers are annual ongoing expenses.				X	No longer relevant
6.2.2 Curriculum Delivery	Consortium members would attend and occasionally host professional development workshops that include learning about and research on best practices about modes of delivery and success rates— including but not limited to: Distance Education, Online Courses, Hybrid Courses, Independent Study, Face to Face courses, as well as acceleration models.	The consortium needs to be able to respond to student demand at different levels. Students may need courses through multiple modalities, and one or more may provide higher success than current offerings alone.	\$40,000 total				X	No longer relevant
6.2.3 Progress Indicators and Outcomes	Consortium members would meet up to 4 times per year to review program indicators and consider data from student outcomes (SLO/PLO). Data analysis will be performed and options considered based on data and trends for the future.	In order to maintain stability, continue growth in appropriate areas, and track the effectiveness of current programs, outcomes data needs to be analyzed often.	\$16,000 total				X	No longer relevant
6.2.4 Goal Setting and the Evaluation of Progress	Meet quarterly to review and evaluate progress indicators.	all	\$16,000	X				Being addressed in the discipline groups created in 3.1.1

6.2 Collaborative Professional Development Plan								
Topic	Professional Development/Strategy	Program Areas Addressed	Estimated Cast to implement consortium wide Timeline	NS	IP	O	C	18-19 Activities & General Comments
6.2.5 New Models for Contextualized Learning and Acceleration of Progress	Conferences and meetings to share best practices	all	\$40,000 (for all consortium members)				X	No longer relevant
6.2.6 Leverage the expertise of DSPS Staff	Train faculty and staff on UDL and UDI. Assistance with redesigning syllabi to better increase access for all students. Training staff on various disabilities and accommodations that maybe needed to AWD students and training on how to provide them.	AWD	\$16,000 for all faculty and staff training.	X				AWD faculty will participate in college, local, regional, and statewide professional development activities
6.2.7 K-12 AWD students transitioning to adult education programs	Quarterly for AWD faculty and staff with DSPS representation, DOR, RC, and K-12 faculty and staff to discuss access to post-secondary education and employment.	AWD	Funding for up to 10 people from each district in the consortium for 2 hour meetings each quarter. \$17,000 annually	X				AWD faculty workgroup will coordinate and host at least one regional event each year to support AWD students transition from high school to MCCD
6.2.8 Services and Support needed for AWD in college	Annual partner event and advisory committees that include Work Ability coordinators, DOR staff, RC staff, parents and DSPS staff	AWD	\$20,000	X				AWD faculty workgroup will coordinate and host at least one regional event each year to support AWD students transition from high school to MCCD
6.2.9 AWD Teaching strategies	Local K-12 districts and community colleges to meet semi-annually to discuss what & how to teach with courses where AWD are enrolled.	AWD	Funding for up to 10 people from each district in the consortium for 3 hour meetings semi-annually \$15,000 annually	X				AWD faculty will participate in college, local, regional, and statewide professional development activities
6.2.10 CTE Curriculum	Consortium members would attend and occasionally host professional development and implementation program workshops that include learning about and research on best practices for curriculum types, models (traditional and accelerated),	All Areas	\$8,000 per workshop, 4 per year. \$32,000 annually.	X				STV faculty will participate in college, local, regional, and statewide professional development activities

Table 7.1

7.1 Leverage of Existing Regional Structures from Partners										
Partner Institution Supporting Regional Consortium	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)*	Partner Contributions	Timeline	NS	IP	O	C	18-19 Activities & General Comments
7.1.1 Local businesses often have employment needs that could be met through our consortium	Elementary and Secondary- Basic Skills	In order to position our consortium to be responsive to economic needs, as well as continue looking for ways to be stronger and more effective, information must be constantly analyzed about our effectiveness in the community Ongoing financial support of the Gap Analysis to determine areas of need as well as areas that are successfully being met	MCCCD, SDUHSD, CUSD, OUSD	Annual cost of Gap Analysis is split between consortium members	Annually				X	This activity does not leverage other sources
7.1.2 County libraries	Classes and Courses for Immigrants	Initiate contact with local area libraries. ESL instruction can be offered at various libraries	MCCCD, SDUHSD, CUSD, OUSD	County libraries offer rooms for instruction	Annually			X		Carmel Valley, Encinitas, Carlsbad, Oceanside – ESL classes now being offered at all of these locations
7.1.3 Regional Centers	AWD	Referrals	All districts	Staff time, class aides are program-funded staff	Annually			X		
7.1.4 Dept. of Rehabilitation	AWD	Work Ability III, C2C	MCCCD	Career pathways for students				X		
7.1.5 San Diego North Chamber of Commerce and San Diego Workforce Partnership	AWD	Access to the employer community who are hiring individuals in the San Diego identified in-demand fields such as healthcare, life sciences, etc.	MCCCD	facility, PC lab				X		These relationships are being managed by the AEBG Supervisor and Career Services Specialist who keep students informed on job opportunities and keep faculty informed about changing employment needs
7.1.6 Regional Centers	AWD	Referrals	All districts	Staff time, class aides are program-funded staff	Annually			X		

7.1 Leverage of Existing Regional Structures from Partners										
Partner Institution Supporting Regional Consortium	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)*	Partner Contributions	Timeline	NS	IP	O	C	18-19 Activities & General Comments
7.1.7 There are numerous local agencies that could benefit from our students in their workforce.	CTE	Gap Analysis needed to determine areas of need and areas being met. Regular analysis of local business needs and will assist programs in effectively in providing well prepared students for the Workforce.	MCCCD, SDUHSD, CUSD, OUSD	Annual cost of Gap Analysis is split between consortium members.	Annually				X	This activity does not leverage other sources

*Consortium members who will be the users of the contribution

**Partner contributions may be in the form of cash, in kind (i.e., facilities, staff time, etc.) or in a combination of both.