Plans & Goals

1) Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2018-19 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

The Coastal North County Adult Education Consortium (CNCAEC) has been striving to increase and improve the adult education opportunities for residents of the north San Diego county region. In recent months the CNCAEC has undertaken a self-evaluation process to identify areas of improvement and create a more robust structure to achieve the intentions of the AB86 legislation. In that process we recognized that we, as a Consortium, do not have a clearly defined vision and we will incorporate that into our next 3-year planning process to ensure we align our plan with the values of the CNCAEC members.

The CNCAEC is proud of the work that has been accomplished in this past year. We have expanded our class offerings with adult education opportunities now available in all six of our region cities: Cardiff-by-the-Sea, Carlsbad, Carmel Valley, Encinitas, Oceanside, and Solana Beach. This expansion has resulted in an increase of locations by 61.5%, courses offered has increased by 29%, and the number of students served has increased by 35.9%! The career services specialist has continued working in classrooms with groups of students, coordinating job fairs and related events, and has provided job coaching to 87 individuals with several of those students now gainfully employed. This year we were also able to offer child care services for our students at three different locations with over 100 students accessing this benefit. In student focus groups we learned that for several of our students, this service made it possible for them to attend classes in the MiraCosta College Adult High School.

The primary goals for the coming year are to increase support services to all students, particularly at offsite locations and evening/weekend classes; establish a GED testing site to serve the region; improve opportunities for adult education students to transition to college or employment; and continue development of IET programs that contextualize basic skills or ESL into career education programs. The sole education provider in the CNCAEC, MiraCosta College, is implementing a new structure in support of AEBG that will be faculty driven to ensure that strategies identified in the plan are achievable. The workgroups have already identified 15 areas from the original plan that still need attention and those areas are aligned with the goals of the CNCAEC's plan.

2) Regional Planning Overview

Although this 2018-19 annual plan, and the strategies, are based on your current 3-year plan, how is your consortium organizing and planning for the next 3-year plan due in May/June of 2019? How will your planning process for the next 3-year plan be different than the original process some 3 years ago?

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

3) Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

Meeting Regional Needs		
Gaps in service/regional needs	**How do you know? What resources did you use to identify these gaps?**	**How will you measure effectiveness / progress toward meeting this need?**
1. Leadership, dedicated staff, and release time for faculty to continue the consortium work	Identified in the original plan; dedicated staff have been hired but faculty structure was never created	Dean's office will maintain records of meetings and participants; faculty workgroups will document plans and activity results
2. Significant number of potential students in our region that are not being served	Identified in the original plan; 2017 fact sheet	Responses to student surveys; change in enrollment and completion rates
3. Computer classrooms and facilities at all sites	Identified in the original plan; feedback from sites where technology has been implemented indicates the value	MCCD AEBG office will maintain an inventory list of all technology including type, site, date, etc.
4. Comprehensive support services and resources for all programs and sites	Identified in the original plan; 17-18 faculty groups identified the need as well	MCCD AEBG office will maintain a history and schedule of offsite visits

Meeting Regional Needs		
Gaps in service/regional needs	**How do you know? What resources did you use to identify these gaps?**	**How will you measure effectiveness / progress toward meeting this need?**
		by student services, career services, tutors, etc.
5. STV students and potential students lack knowledge and information about programs and pathways	Identified in the original plan;	MCCD AEBG office will maintain a history and schedule of classroom visits by guest speakers, credit CE faculty, etc.
6. GED testing site to serve all consortium members	Identified in the original plan;	Establishment as an official GED testing facility
7. Comprehensive tutoring services for all sites	Identified in the original plan;	MCCD AEBG office will maintain a history and schedule of offsite visits by student services, career services, tutors, etc.
8. Lack of DSPS counseling services	Identified in the original plan;	DSPS counselor will maintain records of appointments, Academic Accommodation Plans, etc.
9. Noncredit CTE liaison to advisory boards	Identified in the original plan;	MCCD AEBG office will maintain a history and schedule of advisory meeting participation
10. Lack of dual enrollment, alignment and/or articulation agreements between noncredit and credit courses	Identified in the original plan; Identified by the 17-18 faculty groups for ABE/ASE and STV	Dean's office will maintain records of agreements in collaboration with credit administrators
11. No clearly defined pathways for noncredit students to pursue	Identified in the original plan;17-18 faculty groups also identified the need; MCCD is currently implementing guided pathways which will ultimately include noncredit instruction	Pathways will be established with local and state approved curriculum; pathways will be published in the catalog and schedule
12. Contextualized basic skills courses for noncredit STV programs	Identified in the original plan;	IET program will be developed and implemented
13. Comprehensive programs to boost employability for AWD	Identified in the original plan;	Employability programs will be established with local and state approved curriculum; programs will be published in the catalog and schedule

Meeting Regional Needs		
Gaps in service/regional needs	**How do you know? What resources did you use to identify these gaps?**	**How will you measure effectiveness / progress toward meeting this need?**
14. Professional development for noncredit associate and full time faculty	Identified in the original plan; 17-18 faculty groups identified the need as well	Dean's office will maintain records of local, state, and regional professional development opportunities along with which faculty attended, etc.
15. Limited partnerships with regional centers and other providers in support of AWD students	Identified in the original plan; 17-18 faculty groups identified the need as well	AEBG office will maintain records of referrals

4) Gaps in Service

2018-19 Strategies: What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? (You must list at least one.)

Identify strategies planned to incrementally increase capacity in identified gap areas as well as strategies that help maintain established levels of service. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. List identified programming and service gaps, including lack of providers, services, access, attainment, and/or performance.

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

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

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

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

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

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

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

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

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

5) Seamless Transitions

2018-19 Strategies: What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? (You must list at least one.)

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Strategies should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

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

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

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

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

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

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

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

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

6) Student Acceleration

2018-19 Strategies: What new and/or existing strategies are planned to accelerate student progress? (You must list at least one.)

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

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

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

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

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

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

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

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

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

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

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

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

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

7) Shared Professional Development

2018-19 Strategies: What new and/or existing strategies are planned to provide shared professional development? (You must list at least one.)

Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

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

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

8) Leveraging Resources

2018-19 Strategies: What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? (You must list at least one.)

Identify strategies planned to leverage existing regional structures and utilization of resources, including leveraging existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

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

9) Fiscal Management

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

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

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

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