Coastal North County Adult Education Consortium (CNCAEC)

Special Meeting
Monday, August 3, 2020
12:00 p.m.

Zoom: https://cccconfer.zoom.us/j/92212529564
Meeting ID: 922 1252 9564

AGENDA

1. CALL TO ORDER

2. ROLL CALL

3. PUBLIC COMMENTS: Members of the audience may address the CNCAEC on any item listed on the agenda during this time. Comments will be limited to three (3) minutes per person for a total of thirty (30) minutes of public comment. Members of the CNCAEC are not required to respond directly to comments made at this time.

4. CHANGES IN AGENDA ORDER

5. ACTION ITEMS
    A. CAEP Annual Plan 2020-21

6. INFORMATIONAL ITEM
    A. CNCAEC ByLaws

7. ADJOURNMENT

Plans & Goals

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Regional Planning Overview

This 2020-21 annual plan, and the strategies, are based on your new 3-year plan, how is your consortium implementing the new 3-year plan?

In 2019-20, we focused on stabilizing and increasing enrollments. Our original plan was to initiate these efforts by forming a realignment of marketing efforts. However, we instead focused more on individual student outreach and partnerships with the community. For 2020-21, our focus will shift primarily to expand on this outreach and to provide a more comprehensive marketing plan for our adult education programs.

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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)

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Regional Need #1.

Description of Gaps in Service or Regional Needs

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, more than 30,000 with limited English, and thousands of adults with a wide range of disabilities.

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Description of How the Gaps Were Identified

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

As part of the latest 3-year planning process, the CNCAEC identified needs in the region we serve as well as areas for improvement within MiraCosta College to better meet those needs. The regional data continue to demonstrate substantial need for high school diploma preparation, English language acquisition, job skills training for entry-level employment, and instructional programs for adults with intellectual or developmental disabilities. These are the instructional areas where the CNCAEC, through

its only education provider – MiraCosta College, has been concentrating its efforts since the inception of adult education consortia in 2015. In addition to reviewing data provided by the CAEP office, the CNCAEC continues to engage in rigorous dialogues with adult education practitioners at MiraCosta College and representatives from the region's K-12 districts, workforce development board, and NGOs whose missions are aligned with the goals of AB86. These planning meetings resulted in the development of three specific goals that will expand awareness of educational opportunities through more effective marketing, provide clearly defined pathways for individuals to attain their educational goals, and ensure the rigor and relevance of the educational opportunities through curriculum development informed by our stakeholders.

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Description of How Effectiveness Will Be Measured

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

This past year, our focus was centered around identifying and partnering with a consulting firm to develop a marketing and branding plan. However, we discovered that our marketing and branding efforts will be significantly more effective by developing the plans through the College's Public Information Office (PIO). Progress will be measured by the development of a comprehensive marketing plan and successful execution of related marketing campaigns. Additionally, success will be measured with quantitative data about enrollment, progress, transition, and completion for students in the CNCAEC region. Each of these areas will be directly impacted through improved marketing, clear academic maps, and robust course offerings.

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Gaps in Service

2020-21 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.

Strategy #1

We look to amplify our efforts toward student recruitment through a comprehensive marketing redesign. Though we intended to seek an external marketing firm in last year's plan, we instead will proceed in partnership with the MiraCosta College Public Information Office. The new marketing plan will seek to

better define our brand to expand awareness, increase enrollments, and improve student retention/persistence.

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Add Another Gap in Service

Seamless Transitions

2020-21 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.

Strategy #1

Due to the implementation of AB705, there is an increased need for noncredit/adult education courses and programs to continue to provide support to adults in our community, inclusive of credit-seeking students who need college and career preparatory skills. As such, we seek to develop ideas and curriculum for additional support courses and certificates. In addition, we plan to build on our success of defining Adult High School pathways maps by creating versions for our other adult education programs.

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Add Another Seamless Transition

Student Acceleration

2020-21 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).

Strategy #1

Identify and define methods for more effectively promoting learning gains and advancement through noncredit pathways.

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Add Another Student Acceleration

Shared Professional Development

2020-21 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.

Strategy #1

Given the rapid and necessary expansion of online education as a result of COVID-19, develop and refine learning opportunities for quality online teaching. In particular, we seek to provide an augmentation of this training that is focused specifically on adult education courses being delivered online.

Strategy #2

Provide educational opportunities for faculty focused around an examination of data from both MIS and TOPSPro, and the utilization of these data to form hypotheses about future program goals.

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Add Another Professional Development

Leveraging Resources

2020-21 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.

Strategy #1

Expand on the initial success of an advisory group model to start building additional advisory groups for each of our areas of adult education, focused around content and structure of curriculum and pathways.

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Add Another Leveraged Resource

Fiscal Management

Narrative

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 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. Our budget planning process is done in alignment with the annual plan as well as the 3-year plan.

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Approach to Incorporating Remaining Carry-over Funds

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.

Our annual plan picks up from where the last annual plan left off, and seeks to continue the work from the previous year. The annual plans are consistent with the 3-year plan. As such, remaining funds from previous years are able to carry over to the current annual plan to support continued and related work in the current plan.

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