



# Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

## Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

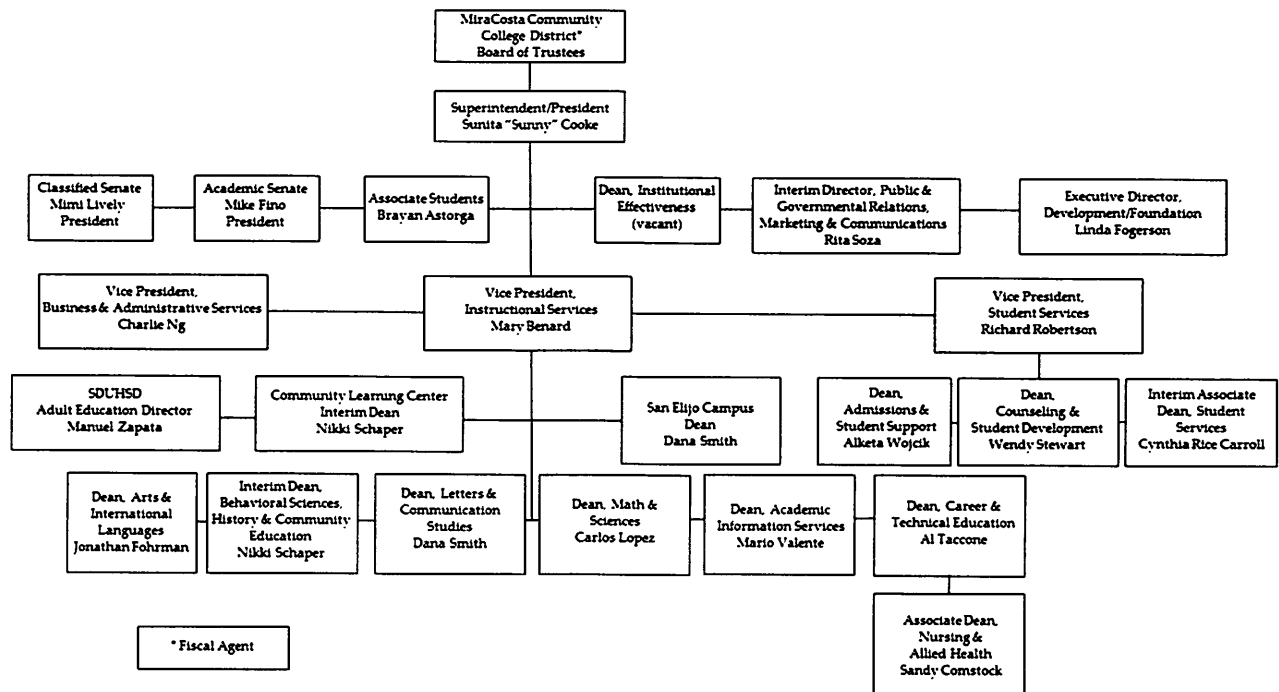
1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
MiraCosta College	Nikki Schaper	760-795-8701	nschaper@miracosta.edu	9/16/15
San Dieguito Union High School District	Manuel Zapata	760-753-6491	manuel.zapata@sduhsd.net	10/1/15

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

After the AB86 work group defined the consortium regional boundaries, MiraCosta College

(MCC) communicated with consortium school districts: San Dieguito Unified School District (SDUHSD), Oceanside Unified School District (OUSD), and Carlsbad Unified School District (CUSD). As per these districts' requests, since 1973 MCC has assumed full responsibility for adult education in the district's northern region; as such, MCC and SDUHSD are currently the sole providers of adult education for the consortium region. It has been determined that MiraCosta Community College District will remain the fiscal agent for the consortium. MiraCosta College and San Dieguito Union High School district have also entered into an MOU with MiraCosta College expanding its adult high school and ESL offerings to the southern district. The partner districts are working closely and collaborating together to share facilities to meet the needs of adult education learners within the consortium.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The Fiscal Department at MiraCosta Community College District uses the ERP Peoplesoft system, which has up-to-date expense information and can run specific date ranges to verify all expenditures for the AEGB grant that is compared to the grant report. The certifying officer is the Charlie Ng, VP of Business and Administrative Services.

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: “... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? See Guidance document for more information about this narrative.

### **An Executive Summary of the Coastal North County Adult Education Consortium (CNCAEC) and AB86/The Adult Education Block Grant**

Located within the coastal communities of North San Diego County, the Coastal North County Adult Education Consortium (CNCAEC) includes MiraCosta Community College District (MCCCD), Carlsbad Unified School District (CUSD), Oceanside Unified School District (OUSD), and San Dieguito Union High School District (SDUHSD). The consortium’s region includes over 400,000 residents who represent a broad spectrum of ages, ethnicities, and socioeconomic statuses. According to San Diego Association of Government (SANDAG) 2011 data, approximately 13% of the region’s residents do not have a high school diploma, 11% live below the poverty level, 8% are unemployed, and 17.6% receive either food stamps/SNAP benefits or cash public assistance. CNCAEC is committed to working closely together to ensure all community members have access to adult education programs that can provide pathways to vocational, academic, and personal success.

Although the CNCAEC was formally created in 2015, its members have benefited from shared histories. In 1973, OUSD and CUSD asked MiraCosta College to assume responsibility for the adult education in the northern part of the region; likewise, SDUHSD has been responsible for adult education in the southern part of the region. In 2015, SDUHSD requested that MCCCD begin transitioning its adult education to MCCCD, beginning with MCCCD offering four adult high school classes at Sunset High School, a SDUHSD continuation school. The two districts have always had a strong relationship, which enables the consortium to collectively and flexibly meet community needs. The college and its adult high school have a well-established noncredit to credit (NC2C) program; additionally, the college’s noncredit English as a Second Language (ESL) departments prepare its students to transition from adult education to credit college programs. Also, the MCCCD Office of Outreach communicates regularly with CUSD, OUSD, and SDUHSD students and staff about college services and programs. Furthermore, each semester, students, counselors, and instructors from local elementary, middle, and high schools, visit MiraCosta College classrooms and explore campus

programs.

This history of collaboration between the college and its regional K-12 districts have enabled consortium members to further develop its adult education partnership. Consortium members meet weekly at the MiraCosta College Community Learning Center, at which time they create ways to realize the goals of AB86/The Adult Education Block Grant. As such, the CNCAEC has developed processes for allocation and program decisions, and means to solicit public feedback about these decisions, which focus on expanding adult education programs and pathways. The plans that resulted from the work on AB86 are funded and implemented through the Adult Education Block Grant (AEBG), with guidance from AB104 legislation. To determine need and allocation of funds, the California community college chancellor and California state superintendent considered measures related to:

- Adult population
- Employment
- Immigration
- Educational attainment
- Adult literacy

Program areas are as follows:

1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants eligible for educational services in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including but not limited to, older adults, which are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adults with disabilities.
6. Programs in career technical education that are short term in nature and have high employment potential.
7. Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Department of Apprenticeship Standards for the occupation and geographic area.

To address these areas, full-time faculty from MiraCosta College Noncredit Programs are collaborating with associate faculty to further develop and align adult education curriculum. Also, the consortium has hired an interim research analyst for noncredit programs, who is working on a research agenda that includes quantitative data such as data dashboard tools and qualitative data such as field notes written primarily by ESL and adult high school students. Together, CNCAEC members intend to leverage their resources and relationships to enhance adult education programs and pathways in its region.

## Section 3: Consortium Services and Funding Allocations

**3.1 Consortium Services by Program area, Member and Funding Source (Estimated).** Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for Table 3.1, Consortium Members will fill out their own spreadsheets. The



spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.**

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CarlWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
<b>Total</b>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

**REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).**

**NEW INSTRUCTION:** Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**3.2 Consortium Allocations by Member (Estimated)**

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
<b>Total</b>	\$50,000	\$300	1%	\$0	0%

EXAMPLE

**Section 4: Overview of 2015-16 Action Plans**

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium’s top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

**4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities 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.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators
  - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
  - Communication paths among Consortium participants and higher education institutions
  - Defined and articulated pathways to postsecondary education or the workforce
  - Embedded access to student services including counseling, guidance, and follow-up

**Pathway programs are being created to demonstrate for students the courses and support services they can take advantage of to meet specific career and education goals. The courses will be taught jointly by adult education faculty and local businesses, with employment opportunities embedded in course outcomes. Consortium members will establish a link from existing credit CTE to non-credit CTE opportunities: For example, consortium representatives will attend advisory board meetings and, thereby, enhance awareness of noncredit programs and short-term test-prep options, and provide opportunities for additional collaboration between credit and noncredit CTE programs. Vocational ESL (VESL) classes for all programs will provide students with training for CTE and vocational programs. Professional development for instructors, presentations to students, and events will also promote pathways. The consortium coordinator is developing a basic skills instruction model that will reinforce the current CTE curriculum and provide a pilot program that promotes a team-teaching model; this model will instruct on how to articulate basic skills and CTE courses across noncredit and credit programs and provide the means for adult education students to accelerate program completion.**

**4.1a** Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

**Adult High School (AHS)**

Currently, AHS students are informed that they will take a reading comprehension test during registration sessions, and the Test of Adult Basic Education (TABE) is identified in the Community Education Bulletin. Free, web-based TABE test preparation resources are also listed on the Testing Services and AHS home pages.

AHS students begin the TABE test as a group and then wait for results. The test is timed (50 minutes); students with a verified disability or ESL-related needs are given 75 minutes to complete the test. Once the testing session has finished, support staff score the Scantron tests. Students meet with counselors to discuss the results and are placed appropriately into classes.

**English as a Second Language (ESL)**

At ESL orientation/registration sessions, students are told they will take a listening and reading test to determine their placement into a class that best meets their needs. Students have as much time as they need to take the test, but all students hear the audio at the same time for the listening portion. After students complete the test, it is scored, and students meet with a faculty member who provides them with their placement information (level, classroom number). While the college does not provide test preparation, CASAS sample test items are available online at <https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items>.

The ESL department plans to include this information on its website and in the online orientation. The CASAS tests include at least two practice questions to orient students to the test. If their educational goals include acquiring their adult high school diploma or GED, students in ESL Level 7, the transitions course, have the opportunity to take the TABE, the AHS placement test, during week 7 of each 8-week term.

**Short-Term Vocational**

There is no formal placement testing required. Students may select courses online or in person.

**4.1b** Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

**Adult High School (AHS)**

Currently, the MCCCDC AHS program does not accept assessment scores or other placement results from outside programs as a means for placement within AHS. AHS Students who have outside assessments scores may have them included in their student file, but all incoming students are required to take the program's assessment test before they can enroll in courses.

**As the program re-evaluates the current assessment tool and moves towards use of the CASAS 80 appraisal test, cut scores will need to be determined and correlation with other assessment tools should be examined in an effort to make the matriculation process more seamless for students moving from one noncredit program to another, or from one noncredit credit program to a credit program. Outside assessments scores that may be considered for acceptance into the program are: Reading and/or writing scores from other programs, college readiness assessment tools used at the K-12s (EAP exams, for example), placement test results from other community colleges, and/or GED test results in English.**

**For ESL, the college requires new students to take the CASAS placement instrument and does not accept placement results from other colleges or adult education programs.**

**Positive attendance is maintained and recorded by faculty and MiraCosta College noncredit support staff use ScanSnap to scan student records that include but are not limited to applications, add cards into ILINX so that student records of this sort are viewable by college staff. Transfer credit would continue to be posted to a student's record manually, although the college is exploring using the waiver option in My Edplan to record the transfer credits into the auditing software. Scanners also allow educational plans for ESL and Short-Term Vocational students to be uploaded to iLINX, which would make these plans universally available to counselors and staff. In addition, plans are underway to scan all student records so information can be stored electronically and, therefore, always available to current and former students; this access is especially important for students considered "at-risk," who might stop attending school for personal reasons, but return at some point to complete their education. Currently, SARS is not able to capture ESL student data, but the implementing this option is in progress and will be available before the end of the year.**

**MCCCD noncredit programs use progress reports, data from SLOs, writing assessments, and instructor-judgment to show progress.**

**The noncredit ESL program has identified Student Learning Outcomes (SLOs) for seven levels of ESL instruction. The SLOs, developed in conjunction with faculty and administration and approved by the college course approval process, provide a consistent framework for meaningful instruction and assessment. The leveled SLOs map to the program SLOs and the MCCCD Institutional SLOs. Each level has four SLOs with one addressing each language skill: reading, writing, listening, and speaking.**

**Using multiple measures, including CASAS scores, the noncredit ESL instructors look at the student's attainment of student learning outcomes for the level, class assignments, attendance, and other identified criteria to decide if student is ready to be promoted to the next level.**

**When promoted, the student will receive a certificate of completion. Every eight weeks, 50% of the students are promoted. After promotion from Level 7 of the noncredit program, there are many opportunities for students at the MiraCosta College Community Learning Center. Students can enroll in the Adult Basic Education (ABE) classes to learn to read better to continue working on English grammar, Adult High School classes, classes to prepare for the G.E.D., and/or computer classes. Upon completion of coursework in the noncredit program, students also have the opportunity to enroll in credit classes at the other MiraCosta College campuses in courses such as credit ESL, other academic courses, and CTE.**



**MCCCD's noncredit ESL program awards level-specific certificates of completion and progress reports at the end of each term. MCCCD's Noncredit ESL uses CASAS, instructor-prepared exams, writing portfolios, paragraph assessment, and EL Civics assessments to assess students.**

**Once again, data from SLOs and CASAS assessments help faculty to identify program strengths and weaknesses. Faculty members participate in group writing assessments and identify successful writing strategies and areas to focus instruction. EL Civics results provide instructors with standardized data. Aggregate assessment data document teacher effectiveness and areas where additional support is needed. The program has a history of using native language focus groups, paper, pencil, and online surveys, multiple data sets, and collaborative analyses by faculty and staff to identify program needs and eventually, to provide needed professional development.**

**Finally, formative and summative assessments are seen as methods to improve instruction (Stiggins, Chappuis 2006). Assessments include classroom assessment techniques, standardized and in-class writing assessments, CASAS listening/reading and EL Civics Performance Assessments, and teacher-made projects and quizzes.**

**Students in the noncredit program do not graduate, per se, but once they have achieved the SLOs for the Level 7 ESL course, they are advised on their options for continuing their education or seeking employment. Students who finish the Citizenship courses, and pass the Citizenship exam, may choose to attend an end of the year Citizenship celebration hosted at the CLC.**

**Progress Indicators and Outcomes in MCCCD's AHS include but are not limited to Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes. A minimum of three Student Learning Outcomes exist for all courses taught in the AHS program. These SLOs are measured at the end of each term that the course is taught and the data is gathered at the end of each school year when it is used to monitor student learning, and to make all necessary and data driven decisions for the students and the larger program. SLOs are also correlated to the Program Learning Outcomes for the Adult High School and the Institutional Learning Outcomes for MiraCosta College. To best ensure student success, SLOs are one way the faculty in the program monitor success and make programmatic changes and/or improvements.**

**The AHS is also working on implementing a graduation portfolio for students completing the AHS program. This portfolio will require students to respond to the Program Learning Outcomes to allow them to determine their own mastery of the objectives. This Portfolio project is in the early stages of implementation but is an important step towards better communicating to students their progress and outcomes within the program and in pursuit of the diploma.**

**Assessments and Graduation Requirements in MCCCD's AHS include competency exams/assessments in English and mathematics, which are required of all graduating students, in addition to coursework and/or grades in all courses. MCCCD's AHS students are also allowed to take the MiraCosta College placement test to try and satisfy competency exam requirements. And finally, students are allowed to take a GED prep course, and GED subject**

exams, to meet their specific subject needs; but within this program they may not currently use the GED tests to earn credits for the diploma.

When students are ready to graduate, they must fill out a petition for graduation and meet with a counselor or staff member to determine their graduation status. If they have the required 170 credits, and they have met all the exam competencies in English and Math, they are eligible for graduation.

**4.1c – Objective 3 continued:** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

**Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)**

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
<b>College Connections</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased number of students transferring to credit and vocational programs</b>	<b>Student surveys</b>
<b>CTE Expo</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased number of students transferring to credit and vocational programs</b>	<b>Student surveys</b>
<b>Career Goals in the classroom in collaboration with the Career Studies and Services Department</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased number of students transferring to credit and vocational programs, increased number of students employed in consortium region.</b>	<b>Student surveys, employer surveys</b>
<b>Career</b>	<b>1<sup>st</sup> year and</b>	<b>MCCCD and</b>	<b>Increased</b>	<b>Student surveys,</b>

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
<b>Counseling</b>	<b>ongoing</b>	<b>SDUHSD</b>	<b>employment placement in consortium region</b>	<b>employer surveys</b>

**4.2 - Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. 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.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

**Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
<b>Increase numbers of course offerings.</b>	<b>Within first year and ongoing</b>	<b>MCCCD and SDUHSD working together as programs are transitioned from SDUHSD to MCCCD</b>	<b>Greater access and increased learning opportunities and course offerings for adult learners throughout coastal north county San Diego. Increased enrollment in consortium adult education programs and classes.</b>	<b>Progress indicators and outcomes include but are not limited to SLO’s, PLO’s and ILO’s.</b>
<b>Faculty, administrators, outside firms and budgets to support</b>	<b>Within first year and ongoing</b>	<b>MCCCD and SDUHSD working together as</b>	<b>Increased course offerings and opportunities for adult education</b>	<b>Progress indicators and outcomes include but are</b>

<b>all adult education programs.</b>		<b>programs are transitioned from SDUHSD to MCCC</b>	<b>students in consortium.</b>	<b>not limited to SLO's, PLO's and ILO's.</b>
<b>Dedicated testing site and services for all consortium programs.</b>	<b>Within 18 months</b>	<b>MCCC and SDUHSD working together as programs are transitioned from SDUHSD to MCCC</b>	<b>Increased access for assessments and the opportunity for GED testing completion in the CNCAEC</b>	<b>Increased opportunities for students to be more quickly assessed, GED testing opportunities in CNCAEC.</b>

**4.3 - Objective 5: Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.** Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. 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).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed by faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

**Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)**

4.3a. Activity	4.3b. Timeline	4.3c. Consortium	4.3d. Outcomes	4.3e. Method of
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		Members Involved	Expected	Assessing Impact
<b>Create public awareness of programs and outreach to business and consortium members</b>	<b>Within 1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased enrollment in consortium adult education programs and classes.</b>	<b>Analysis of any gaps in CTE opportunities from local businesses, as well as analyzing data from consortium members to determine effectiveness of current strategies</b>
<b>Alignment and Articulation Agreements for courses</b>	<b>Within 1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased course offerings and opportunities for adult education students in consortium.</b>	<b>Student enrollment data, testing data, and success rates in courses.</b>
<b>Alignment, articulation, and common rubrics for all testing tools</b>	<b>Within 1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased student enrollment data, testing data, and success rates in courses.</b>	<b>Student enrollment data, testing data, and success rates in courses.</b>
<b>Dual Enrollments</b>	<b>Within 1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased enrollment in consortium adult education programs and classes</b>	<b>Student enrollment data and success rates</b>
<b>Pathway Programs</b>	<b>Within 1<sup>st</sup> year and ongoing</b>	<b>MCCCD and SDUHSD</b>	<b>Increased enrollment in consortium adult education programs and classes.</b>	<b>Student enrollment data</b>

**4.4 - Objective 6:** Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.



Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

**Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)**

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
<b>Curriculum development and delivery workshops for faculty.</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD</b>	This professional development will strengthen and encourage expansion within the programs allowing for staff to expand their current knowledge level of their disciplines in addition to exploring others to help their programs become cross-curricular	Workshop is evaluated by faculty to inform the professional development program of the workshop’s effectiveness.
<b>Training on increased</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD</b>	This professional development will strengthen and	Faculty survey.

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
<b>technology use and integration to expand instruction.</b>			encourage expansion within the programs allowing for staff to expand their current knowledge level of their disciplines in addition to exploring others to help their programs become cross-curricular	
<b>Contextualized or accelerated teaching and learning flex workshops.</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD</b>	This professional development will strengthen and encourage expansion within the programs allowing for staff to expand their current knowledge level of their disciplines in addition to exploring others to help their programs become cross-curricular. To improve the quality of instruction delivered to adult learners and, ultimately, to enhance learner outcomes	Workshop is evaluated by faculty to inform the professional development program of the workshop's effectiveness
<b>Critical thinking problem solving workshops and training for faculty.</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD</b>	This professional development will strengthen and encourage expansion within the programs allowing for staff to expand their current knowledge level of their disciplines in addition to exploring others to help their programs become cross-curricular	Workshop is evaluated by faculty to inform the professional development program of the workshop's effectiveness
<b>Progress Indicators and Outcomes</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD</b>	In order to maintain stability, continue growth in appropriate areas, and track the effectiveness of current programs, outcomes data needs to be analyzed often.	Faculty evaluations
<b>New Models for Contextualized Learning and Acceleration of Progress – training for faculty</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>MCCCD</b>	Through conferences and meetings to share best practices to improve the quality of instruction delivered to adult learners and, ultimately, to enhance learner outcomes through the better understanding of bridges and pathways for students to be gainfully employed or pursue degreed vocational programs.	Faculty survey by career center.

**MCCCD's Professional Development/Flex Program offers employees a comprehensive and systematic program of services and activities designed to foster staff, student, and instructional improvement by leveraging the reflective vision of participants. At MCCCD, this advisory team is known as the Professional Development Program (PDP) Committee. The FLEX obligation is 60 hours for full-time instructional faculty members. The PDP committee and the district have travel funds available for all faculty. Associate faculty are also required to complete professional development activities as part of their employment obligation and receive two hours of paid professional development per each lecture hour equivalency they teach, not to exceed forty hours per academic year.**

**Each Flex workshop is evaluated to inform PDP of the workshop's effectiveness. A major part of the Flex schedule is devoted to technology training. All faculty members have access to Blackboard LMS, and several workshops are offered throughout the year to increase the use of Blackboard.**

**The impact of Flex activities and their direct correlation to improvements in teaching and learning are evident in the forms required for Flex activities. Proposed Flex workshops must benefit faculty in one or more of the three approved areas: staff, student, and/or instructional improvement. All associate faculty receive input on teaching improvement through their evaluation process by their peers.**

**4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage 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.**

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks

- o Employment Development Department (EDD)

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

**The adult education programs of the Coastal North County Adult Education Consortium have many strong partnerships with services in the community that assist students in transitioning to the workforce or to the higher education programs. Faculties in the noncredit programs regularly communicate and meet with credit faculty to discuss curriculum strategies. Staff and administrators are members and representatives for many organizations in the community such as: San Diego Literacy Program; Economic Workforce Development; San Diego North Economic Development Council; Small Business Development Center; Chambers of Commerce; Gear UP programs; and advisory boards. As a result of AB 86, stronger partnerships have been formed not only with existing partners, but with other programs and partners throughout the region.**

**In addition to the partnerships that the college has within the community, SDUHSD adult education program partners with service providers such as elementary schools, local libraries and social service agencies that provide program support, community visibility, outreach and referrals of learners to the adult education program. These partnerships provide additional classroom locations for adult students who are low income and have transportation challenges. The intent is to continue to leverage these existing partnerships that are key to developing transition programs between SDUHSD adult education, CTE and MiraCosta College.**

**Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)**

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
<b>Expand Offerings of ESL classes in the community of Encinitas</b>	<b>Encinitas Library</b>	<b>Collaboration to schedule classes to meet needs of learners</b>	<b>MCCCD, SDUHSD</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>30+</b>	<b>Ongoing assessment using multiple methods including gap analysis, surveys of business and consortium members. Data assessments for all programs to be developed.</b>
<b>Expand offerings of ESL classes in the community</b>	<b>City of Oceanside</b>	<b>Collaboration to schedule classes to meet needs of learners</b>	<b>MCCCD, SDUHSD</b>	<b>1<sup>st</sup> year and ongoing</b>	<b>30+</b>	<b>Ongoing assessment using multiple methods including gap analysis, surveys of business and consortium members. Data assessments for</b>





## Section 6: Levels of Service and Assessment of Effectiveness

**6.1 Projected Levels of Service.** Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

**Table 6.1 Levels of Service by Program Area and Member (Projected Targets)**

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

**Table 6.2: Performance Outcomes by Member – Projected Targets**

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

N/A

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional – see Guidance document for information)

N/A

**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

**To evaluate the effectiveness of our consortia, partners will complete the Wilder Collaboration Factors Inventory, a tool that assesses how well organizations are working together. Based on inventory findings, we will look at ways to improve our efficacy. In addition, we will establish baseline data to measure the impact of our consortium’s work. Specifically, in registration**

**materials, we will ask students if their goal is to complete a high school diploma or GED, transfer to credit college classes, improve their English language skills, become U.S. citizens, and/or transition into the workplace. Periodically, we will track particular students to determine whether they have progressed in or completed their goals, matching milestones to their stated goals. In capturing these data, we will be able to determine how well the consortium is meeting students' needs, individually and collectively.**

**Section 7: Consortium Member Signature Block**

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