



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	15-328-032
1.2 Consortium Name:	Coastal North County Adult Education Consortium
1.3 Primary Contact Name:	Krista Warren
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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

**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 MCCCCD 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 has 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 faculties 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.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.

Beginning fall 2015, San Dieguito Union High School District is no longer offering adult high school programming. MiraCosta College and SDUHSD have entered into an MOU allowing MiraCosta College to offer MCC adult high school programming at Sunset High School (SDUHSD) located in the southern area of our consortium.

2. Programs for immigrants in citizenship, ESL, and workforce preparation.

Within Oceanside, OUSD no longer offers ESL classes. At MiraCosta College, however, class offerings for ESL students have expanded to include new partnerships with the City of Oceanside and a new class offered at Melba Bishop Community Center (located next to Del Rio Elementary School). In the southern part of our consortium district, we are partnering with Encinitas Library to offer ESL classes and are working with the City of Solana Beach to offer ESL classes within the community. We have also submitted a proposal to offer ESL classes in partnership with the Carlsbad Library (and San Diego Literacy Programs).

3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.

MiraCosta College continues to offer free, noncredit courses in basic computer skills applications and is developing curriculum to have these courses updated; we would like to award students completion certificates, with approval from the California Community Colleges Chancellors Office. MiraCosta College also offers CISCO programming classes that are free and open to adult students of all ages.

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

Our consortium will be providing Encuentros with funding to support this non-profit organization that focuses on closing high school and college graduation gaps for Latino males. Encuentros was recently recognized by the White House for its effective approaches, which have successfully supported young Latino males who are working towards high school diplomas, college degrees, and careers in science, technology, engineering, and math (STEM), specifically. In addition, the consortium will provide funding to San Dieguito High School and other parenting

education programs in our service area, thereby enabling the expansion of classes in the southern and other areas of our region.

5. Programs for adult with disabilities.

Carlsbad and Oceanside Unified School Districts, as well as San Dieguito Union High School District continues to serve students that have developmental disabilities through the age of 22 with Adult Transition Programs (ATP) . In addition to the ATP classes, MiraCosta College serves over 115 adult learners with disabilities through 6 different sections of Basic Academic Skills classes where students learn reading, writing, consumer math, basic computer skills as well as community safety skills. Through the partnership with the Encinitas Library, our consortium will be expanding its course offering in the southern part of our district by adding a Basic Skills class for adults with disabilities at the Encinitas Library.

6. Programs in career technical education that are short term in nature with high employment potential.

As we roll out programs to the community, we have an opportunity to familiarize ourselves with the capacities of each community center. As we see available resources like computer labs, for example, we will offer classes such as computer applications. Additionally, we have added a certificate option to our CISCO courses. The certificate is being approved by the California Community College Chancellor's Office. Both CISCO and computer applications have high employment potential.

7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

MiraCosta College and SDUHSD adult education programs do not offer apprenticeship programs. As part of our consortium Three-Year Strategy, we plan to continue to collaborate with consortium partners in the San Diego area to determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County. Our consortium will work with faculty to modify or develop adult education and noncredit courses as needed to teach these skills to adult education students. CNCAEC will attend and coordinate pre-apprenticeship meetings with other regional adult education consortia and regional apprenticeship programs.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium

members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

With AEBG funding, noncredit Student Success and Support Program, the Basic Skill Initiative, the college, and its noncredit division have been able to augment instructional offerings and service levels. For example, MCCCDC and SDUHSD have signed a MOU whereby MCCCDC began piloting adult high school classes at Sunset High School, a SDUHSD continuation school. In fall 2015, MCCCDC associate faculty taught four classes: English, history, algebra. MCCCDC has been collaborating with SDUHSD to provide administrative support as well. MCCCDC and SDUHSD anticipate that, by July 2016, SDUHSD will phase out its adult high school and MCCCDC will establish a similar memorandum of understanding with SDUHSD similar to that of OUSD and CUSD. In essence, MCCCDC will become the sole provider of adult education in the region.

Based on AEBG data reports, the MCCCDC Budget & Planning Committee updated its 2015-2020 Educational Master Plan (EMP) to include information about MiraCosta College's adult high school as it relates to the fulfillment of area demographics and workforce needs; specifically, the committee relied on community demographic information (age, gender, socioeconomic status, project population growth, and workforce needs, for example) gathered in association with AEBG to inform the district's enrollment management plan, an EMP addendum. The EMP documents the district's continued responsiveness to service area community needs; as those needs shift, each iteration of the EMP is updated accordingly. The 2015-2020 EMP specifically and clearly calls out noncredit programs and AHS as a means to react to dynamic regional economic indicators. To complete this work, a Budget & Planning subcommittee formed in spring 2015, reviewed the AEBG-related demographic and workforce needs data, and began drafting the enrollment management plan, a future-focused document that looks at enrollment over the next five years.

Noncredit Student Success and Support Program (SSSP)

Similar to AEBG, MCCCDC has received funding from SSSP, a state funded program that targets the implementation of core services: orientation, counseling, advising, and other education planning areas. The advisory board for noncredit SSSP is putting the final touches on the plan for 2015-2016. Adult High School, ESL, Short-term Vocational, and Counseling provided input in the areas of orientation, testing, and advisement. Each department identified gaps in services to students and created an action plan to address those gaps. Changes to date include more user-friendly webpage and

application, processing continuing students while class is in session, and providing refreshments and student ambassadors during registration to answer questions and help new students feel welcome. Students were surveyed during the registration process and, as result, noncredit SSSP is examining ways to streamline that process. With the intent of maximizing efficiencies and accessibility, the advisory board will continue to discuss changes in registration. For example, adult high school is exploring an e-testing format, which would allow students to test more efficiently.

Similar to AEBG, SSSP augments funding and, therefore, bolsters AHS student services. As an impact of SSSP funding requirements, the AHS assessment tool will change to CASAS, since the California Community College Chancellor's Office (CCCCO) has not approved the current assessment tool, TABE. CCCCCO will be implementing a common statewide assessment tool, but that implementation will not take place until approximately 2017. As a vital component of this program, the noncredit SSSP project coordinator is collaborating with credit SSSP personnel to encourage student transitions from noncredit to credit. The SSSP project coordinator has planned a calendar of events, which began in fall 2015. In short, noncredit SSSP has surveyed students, identified areas to expand student engagement, and planned accordingly.

Basic Skills Initiative (BSI)

Continuing Education received notification of available Basic Skills Initiative funding and responded accordingly: Faculty leads met with the dean, counselors, and noncredit SSSP coordinator in early spring of 2015 to develop a process for making a BSI request. The team generated a list of needed items based on feedback from the represented groups at the next meeting. The decision was made to concentrate the requests on the community learning lab since all programs had and continue to have increased presence there. Specifically, the list included:

- **Signage**
- **Independent study areas for test taking and pronunciation practice**
- **Supplies (including a label maker, visual aids, and paper organizers)**
- **Two mobile labs with 30 tablets each to allow computer instruction in non-lab classrooms**

The group completed the request and BSI funds were granted and spent on the items above. In addition, the group decided to continue meeting in the fall of 2015 to begin the feedback and action plan process even earlier, and to move towards using the process yearly to anticipate needs and wants across programs.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

Since conducting the thorough analysis of the local regional economy that informed our consortium's original plans, we have been implementing programs and conducting extensive community outreach to realize those original plans. As such, we have not had a need to supplement our existing data with additional information.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

MiraCosta College continues to offer free, noncredit courses in basic computer skills applications and is developing curriculum to have these courses updated; we would like to award students completion certificates, with approval from the California Community Colleges Chancellor's Office (CCCCO). MiraCosta College also offers free CISCO programming classes. We have also established a partnership with a CCCC deputy sector navigator, who is collaborating with regional business leaders to determine industry needs; together, consortium members, the deputy sector navigator, and regional business leaders will determine certification requirements and processes, with the end result of funneling adult education graduates into local employment. All of these programs and opportunities are open to adult students of all ages.

2.3b Programs offering pre-apprenticeship training conducted in coordination

with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

As part of a three-year strategy, the Coastal North County Adult Education Consortium will partner with other regional consortia to meet regularly and determine the specific skills students need to qualify for apprenticeship programs offered throughout San Diego County. This information will be used to modify or develop adult education and noncredit courses as needed to teach these skills to Coastal North County adult education students. In an ongoing effort, our consortium will partner and coordinate pre-apprenticeship meetings with other regional adult education Consortia and regional apprenticeship programs to review skill requirements for each apprenticeship program and create an inventory of program requirements.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Our consortium will be providing Encuentros with funding (\$5,000), to support this non-profit organization that focuses on closing high school and college graduation gaps for Latino males. Encuentros was recently recognized by the White House for its effective approaches, which have successfully supported young Latino males who are working towards high school diplomas, college degrees, and careers in science, technology, engineering, and math (STEM), specifically. In addition, the consortium will provide funding to San Dieguito High School and other parenting programs, thereby enabling the expansion of classes in the southern area of our region.

2.3d Collection and availability of data. (REQUIRED)

We have begun collecting different types of quantitative and qualitative data, based on evaluation needs. One set of metrics will help identify student goals at the beginning of each program and track their progress toward their goal as student's transition to the workforce or post-secondary education. For example, data on student outcomes beyond noncredit program completion have not been collected; however, improvements in this area have been made.

Key objectives towards reaching this goal include the following:

- **Refining data elements that better capture educational goals at enrollment**
- **Identifying course-enrollment patterns and milestones towards high school diploma and program completion**
- **Developing methods to measure success after program completion, including wage gain and enrollment in postsecondary institutions**

- **Identifying more appropriate program review metrics to track student achievement, program efficiency, and satisfaction**

To reach these objectives, the AEBG team continues to work with the Academic Information Services Department to identify methods of data collection.

The next goal directs AEBG team members to work with the Office of Institutional Effectiveness (OIE) to create a set of on-demand reports based on standard queries for use in program review and operations.

Intermediate objectives towards reaching the goal include:

- **Building a data warehouse to store unique AHS data elements**
- **Identifying the essential data elements to be included in the data warehouse**
- **Exploring other tools currently provided by the California Community College Chancellor's Office to provide reports that support the data warehouse**
- **Creating a desktop interface that allows drop-down access to common queries for program evaluation.**

To reach these objectives, the program has created a formal implementation plan with the Office of Institutional Effectiveness, utilized professional statistical software to process the data requests, and purchased business intelligence software to act as an interface between AHS personnel and the data. Furthermore, funded by the Adult Education Block Grant (AEBG), Continuing Education has hired a full-time research analyst for noncredit programs, a position that will collaborate with the Office of Institutional Effectiveness to ensure the establishment and maintenance of centralized, accessible AHS data collection tools.

To gather qualitative data that complement quantitative information, the AEBG research agenda also includes a pilot program whereby students write ethnographic field notes that capture details related to the challenges and opportunities they and their peers and classmates experience on an ongoing basis. This project was designed to gain critical insight into the experiences of individual students from AEBG-targeted student populations. Depending on research findings, the project may be expanded and extended indefinitely.

**2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)**

All courses taught by faculty at MiraCosta College must meet minimum qualifications as outlined by Title 5 regulations. (Referenced below by Barclays Official California Code of Regulations)

Minimum qualifications to teach in a specific noncredit faculty positions can be found on the [State Chancellor's minimum qualifications list](#).

**§ 53412. Minimum Qualifications for Instructors of Noncredit Courses.
5 CA ADC § 53412 BARCLAYS OFFICIAL CALIFORNIA CODE OF
REGULATIONS**

Barclays Official California Code of Regulations

Title 5. Education

Division 6. California Community Colleges

Chapter 4. Employees

Subchapter 4. Minimum Qualifications

Article 2. Qualifications and Equivalencies

5 CCR § 53412

§ 53412. Minimum Qualifications for Instructors of Noncredit Courses.

Except as provided elsewhere in this article, the minimum qualifications for service as a faculty member teaching a noncredit course shall be the same as the minimum qualifications for credit instruction in the appropriate discipline, or as follows:

(a) For an interdisciplinary noncredit basic skills course, a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.

(b) For a noncredit basic skills course in mathematics, a bachelor's in mathematics.

(c) For a noncredit basic skills course in reading and/or writing, either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; or a bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

(d) For a noncredit course in citizenship, a bachelor's degree in any discipline, and six semester units in American history and institutions.

(e) For a noncredit course in English as a second language (ESL), any one of the following:

(1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages.

(2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor.

(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor.

(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

(f) For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(g) For a noncredit course in home economics, a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management, interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

(h) For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:

(1) A bachelor's degree with a major related to the subject of the course taught; and either (A) or (B) below:

(A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(B) One year of professional experience working with older adults.

(2) An associate degree with a major related to the subject of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or classwork in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.

(i) For a noncredit course in parent education, a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.

(j) For a short-term noncredit vocational course, any one of the following:

(1) A bachelor's degree; and two years of occupational experience related to the subject of the course taught.

(2) An associate degree; and six years of occupational experience related to the subject of the course taught.

(3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter.

(4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

Note: Authority cited: Sections 70901 and 87356, Education Code. Reference: Sections 70901(b)(1)(B) and 87356, Education Code.

2.3f Alignment of academic content and curricula (OPTIONAL)

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2.3g Alignment of educational services supported by this grant . (OPTIONAL)

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Section 3: Consortium Member Signature Block

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